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ABSTRACT

Formative evaluation of the WTTW-ESAA pilot television program, ECR '77, was conducted by Educational Testing Service. The pilot program, first of a planned television series intended to facilitate the desegregation process in our nation's high schools, was produced by television station WTTW in Chicago in cooperation with student co-producer teams. The students provided personalized statements on desegregation as it occurred in their schools and communities. The finished pilot program, based on three student scripts was shown to 1,241 high school students. They were black and white, Asian-American, Hispanic-American and Native American, and lived in cities, suburbs, small towns and rural areas in every region of the nation. Students who saw the pilot film knew more about, and expressed more favorable attitudes toward, desegregation than classmates who had not yet seen the film. Section 1 includes the findings of a literature search to provide background for the project. The design of the evaluation is described in Section 2 and includes detailed information on subjects, instrumentation used, and data collection, processing, and analysis. Findings are reported in Section 3. Results of questionnaire administrations are summarized for subjects who viewed the pilot film. The section also includes content analysis of the three pilot segment scripts, Q-sort, and distractor analysis findings. Implications of findings for future programming are also discussed. Section 4 presents the conclusions and recommendations. (BW)

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WTTW-ESAA TELEVISION PILOT, "TCR '77,":
FORMATIVE EVALUATION

Jayjia Hsia
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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July 1975

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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Conducting the formative evaluation of "TCR '77," the WTTW-ESAA television pilot program on tension and conflict reduction in high school desegregation, has been truly a team effort. We are very grateful to the many individuals who made possible the successful completion of this study.

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SUMMARY OF MAJOR FINDINGS

Formative evaluation of the WTTW-ESAA pilot television program, "TCR '77," was conducted by Educational Testing Service. The pilot program, first of a planned television series intended to facilitate the desegregation process in our nation's high schools, was produced by television station WTTW in Chicago in cooperation with student co-producer teams in Memphis, Tennessee; Portland, Oregon; and San Francisco, California. The students provided personalized statements on desegregation as it occurred in their schools and communities.

A literature search was conducted to provide background information in four areas: social impact of television, teenaged viewing preferences, distractor analysis, and desegregation instruments. Findings showed that television could exert a positive influence on young viewers, and that various television techniques could be used to improve the appeal of information programs to teenagers.

Formative evaluation was undertaken in two phases. Phase One evaluation activities related to pilot program development and included: a literature search; distractor analysis tryout with pilot program segments; Q-sort to explore teenage viewing preferences; a questionnaire survey of student co-producer teams and their local coordinators at the three pilot sites; content analysis of the pilot scripts; and development and pretesting of Phase Two instruments.

Phase Two evaluation activities included distractor analysis of the completed pilot television program with 112 students in Minneapolis and the field-testing of the pilot film with a national quota sample of teenagers.

"TCR '77" was completed on June 2, 1975. Field-testing of the pilot television program was conducted at 27 viewing sites from June 3, 1975, to July 17, 1975. The control group consisted of 223 tenth grade students. The experimental group was comprised of 1,241 students in grades 9-12. Student behavior, while watching the film, was recorded. Selected groups of articulate students participated in post-screening group discussions. Data were processed and analyzed, using Northwestern University computer facilities. Frequency distributions of student responses were displayed, and hypotheses of significant differences among student viewing groups were tested by means of nonparametric statistics.

Findings indicate that a substantial proportion of WTTW-ESAA television project goals have been fully or partially attained by "TCR '77." Pilot student co-producers from different racial/ethnic groups have learned to work together effectively and creatively. They have gained much knowledge about and skills in script writing and television production.

The finished pilot program, based on three student scripts from Memphis, Portland and San Francisco, was shown to 1,241 high school students across the nation. They were black and white, Asian-American, Hispanic-American and Native American, and lived in cities, suburbs, small towns and rural areas in every region of the nation. Students who saw the pilot film knew more about, and expressed more favorable attitudes toward, desegregation than the 223 control group classmates who had not yet seen the film.

The student viewers enjoyed the pilot film for what it was -- a unique concept of high school students and television professionals working in close cooperation to put student ideas on film for a national audience. There were differences among groups in their reception of various aspects of the pilot film. Generally, black students were most favorable in their ratings, and girls were more generous in their ratings than boys. City and suburban students rated "TCR '77" higher than rural and small town students. Highly motivated student groups were more enthusiastic than alienated teenagers. The storylines and visuals were generally rated highly, but the sound track, pacing and tempo, and other relatively minor aspects of the pilot were more frequently perceived as fair or needing to improve. Six out of ten white students would like the film shorter, perhaps half an hour in length. The minority students were more willing to have a series of hour-long films. An overwhelming majority of the pilot program viewers felt that such a series would be welcomed in their schools.

In addition to the students, adult staff and administrators at the cooperating sites saw "TCR '77." The educators were enthusiastic about the educational potential of the projected series. They recommended that the series not only be televised, but that plans be made to disseminate the series as a 16 mm. film curricular package for school districts planning or implementing desegregation. The target audiences would include teacher in-service groups, parent and community groups, as well as students.

Final recommendations were:

1. The WTTW-ESAA television series on desegregation in high schools would find a ready audience and meet the needs of students and many public school policy makers.
2. In planning the series, consideration should be given to the goals and objectives of the project.
3. The series should give continuous, positive reinforcement for desegregated schooling.
4. Important information should be presented with simplicity and clarity.

5. Emphasize people and feelings associated with desegregation, rather than things, facts and figures.

6. Important messages should come mainly from the young in the series.

7. Plan imaginatively so that each program will offer something appealing to a majority of the target audience, and the series in its entirety can offer relevant content for virtually all teenagers.

8. Promote audience identification and empathy by providing fewer, but more distinct, models in the persons of core group members.

9. Consider national dissemination of a curricular package of 16 mm. educational films and instructional materials in addition to public broadcasting of the television series.

10. Some changes should be considered: a new title, or a promotion campaign for "TCR '77"; improvement of sound and pacing and tempo; and greater emphasis on solutions to human relations problems.

11. Address public school administrators and staff as well as teenagers in pre-broadcasting promotions.

12. Have a contest among all high school students for fresh ideas and to stimulate viewer interest.

Section 1

INTRODUCTION

Background of Study

The purpose of this project was to design and conduct formative evaluation of a television pilot program on tension and conflict reduction in the process of desegregation in high schools. The pilot program, with the working title "TCR '77," was the first film of a planned series intended to help overcome problems attendant on high school desegregation. WTTW, the Chicago Public Television station, produced the pilot show as part of a two-year contract with the U. S. Office of Education (HEW) under the Emergency School Aid Act (ESAA).

Working together with WTTW as co-producers of the planned shows in the television series, selected high school students from 18 desegregated schools across the country have been contributing their perceptions of desegregation as it occurred in their schools and communities. The students, assisted by a local coordinator, have been meeting together in 6-7 member student co-producer teams and have been active participants in script and film preparation. Three student co-producer teams participated in the production of the pilot program. The students were from Memphis East High School in Memphis, Tennessee; Washington High School in Portland, Oregon; and Galileo High School in San Francisco, California. In addition, a core group of students from varied racial/ethnic groups, enrolled in Chicago area high schools, provided continuation in the form of a wraparound for the three pilot segments.

A formative evaluation of the WTTW-ESAA pilot television program was conducted by Educational Testing Service. The evaluation was concerned with pilot television program development--from conceptualization of goals and objectives to assessing audience reactions and program effects of the completed pilot on a sample of subjects from the intended viewing population. The study was designed to contribute to pilot program effectiveness. Findings of the study have been directed to maximizing the effectiveness of the planned television series on tension and conflict reduction.

Organization of Report

Section 1 includes the findings of a literature search intended to provide background information for WTTW and the evaluation project. The design of the formative evaluation has been described in Section 2, which includes detailed information on subjects of the study, instrumentation used, and data collection, processing, and analysis.

Findings of the study are reported in Section 3. Results of questionnaire administrations are summarized for 1,464 control and experimental subjects who viewed the pilot film. Section 3 also includes content analysis of the three pilot segment scripts, Q-sort, and distractor analysis findings. Implications of evaluation findings for future programming are discussed in Section 3. Conclusions and recommendations based on evaluation findings, are presented in Section 4.

Literature Search

Introduction

As part of the formative evaluation, a literature search was conducted early in the study to provide background information for the WTTW-ESAA television project and the evaluation. Information resources consulted included various local and national audience measurement reports as well as a computer search for related ERIC, RIE CIJE, and COPR by APA research reports.

In seeking broader perspective for program development and formative evaluation of the pilot program of the series, the literature search focused on four general areas of concern: (1) social impact of television; (2) teenage television viewing preferences and techniques for maximizing viewer interest; (3) use of distractor analysis in formative evaluation; and (4) instruments pertaining to desegregation. Highlights of research findings in these areas are discussed below.

Social Impact of Television

The WTTW-ESAA television series on tension and conflict reduction in the desegregation of high schools has been intended to open channels of communication between high school students and to improve their social understanding of issues relating to desegregation. The pressing need for tension and conflict reduction in school desegregation has been widely acknowledged. The New York Times (January 16, 1974) reported that although "quiet" progress in school desegregation has been achieved over the past five years, the process has not been smooth, and has often been accompanied by misunderstandings, tension, and irrational fears.

Based on a review of research on the effects of television viewers, Leifer, Gordon, and Graves (1974) concluded that socially valued behaviors could be communicated through television and that the medium could serve as an important socializer of viewers. Studies of television program effects have shown that television could promote citizenship among adolescents ("CBS National Citizenship Test," Alper and Leidy, 1970); more positive attitudes toward school and members of other races ("Sesame Street," Bogatz and Ball, 1971); and other socially valued messages appearing in "Fat Albert" and "The Globetrotters" (New York Times, June 12, 1975).

In considering the social impact of television, Lesser (1974) emphasized its potential for providing viewers with a source of shared experience and televised role models. Research evidence cited by Lesser showed that learning can occur by "modeling," that is simply by watching and listening to others, and that modeling can affect various behaviors such as the tendency to initiate social contact with peers.

Teenaged Viewing Preferences

To anticipate the television preferences of teenagers, audience measurement reports as well as research studies were consulted. A summary of national television audience preferences showed that situation comedies as a group attracted the largest audiences in all categories of viewers (A. C. Nielsen Company, 1975).

This finding was confirmed in an analysis of teenaged audience viewing in Chicago (Arbitron Television, November 1974). Findings showed approximately half of the teenaged viewing audience tuned in on situation comedies in the 4:00 pm to 6:30 pm time slot during weekdays. Other type shows with high proportions of teenaged viewers included action adventure and action drama. A Nielsen Chicago audience viewer survey (January-February, 1975) disclosed relatively small proportions of teenagers tuned in to public broadcasting programs.

Other findings related to teenage viewer preference, when considered by race, disclosed: white teenagers tended to prefer comedy shows and general variety shows, while black teenagers tended to prefer shows in which some type of family unit played a central role (Greenberg, 1969); and not surprisingly, that black viewers favored programs with black stars (Arbitron, 1975).

Findings of a study conducted for the Nuffield Foundation (Himmelweit, Oppenheim, and Vince, 1958) disclosed that considerable variety existed in television viewer preference as a function of individual differences. The authors reported that children often enjoy information programs but given a choice, will not seek them out. Himmelweit suggested that information shows be made more appealing to viewers by incorporating techniques used for entertainment shows such as suspense and greater use of action sequences.

Other effective television techniques reported by Lesser (1974) included: appealing music, sound effects, attractive and realistic settings, variety of camera techniques, voice overs, elements of surprise, stop action, close-ups, longshots, matched dissolves, and diversity of program elements, such as that provided by a magazine format. Another format found to be successful with Appalachian teenagers was "Teen Beat" which incorporated a combination of entertainment (teenaged music and dancing) and information (Miller and Joachim, 1968). Some of the things children didn't like in television included: contrived and unrealistic scenes, "talking heads," and talk not directed at their level.

Use of Distractor Analysis

An overview of formative evaluation was provided by Palmer (1973) in his report on formative research in the production of television for children. The major points made were: (1) increasing interest in formative evaluation has been stimulated by current interest in promoting social, emotional, and intellectual growth in children; (2) formative evaluation has only recently been recognized as a distinct field of endeavor; and (3) there is relatively little accumulated knowledge in this area.

One formative evaluation technique reported in media studies has been distractor analysis, a technique for measuring audience attentiveness in the presence of a distracting element. A complete description of this technique appears in Section 2 of this report. Information on using distractor analysis for individual and small group (N=4) observations was identified in various studies (Sproul, 1973; Reeves, 1970). More recently, the technique has been reported used with large sized groups such as studies by Langbourne A. Rust. The techniques for conducting distractor analysis used in this study was adapted from information provided in the literature.

Instruments for Desegregation

Literature search in this area was concerned with relevant variables used in research instruments to study school desegregation and instrument sensitivity to cultural diversity. Attitude measures relating to desegregation and towards other racial/ethnic groups were identified by Shaw and Wright (1967); La Rose (1973) identified 185 instruments found in desegregation studies. Also, questionnaire items used in the Exemplary Desegregation Study conducted by ETS were made available to the formative evaluation study.

Summary

This first section of the evaluation report provided general information on the formative evaluation of the WTTW-ESAA pilot television program conducted by Educational Testing Service. The pilot program, first of a planned television series intended to facilitate the desegregation process in our nation's high schools, was produced by television station WTTW in Chicago in cooperation with student co-producer teams in Memphis, Tennessee; Portland, Oregon; and San Francisco, California. The students provided personalized statements on desegregation as it occurred in their schools and communities.

The focus of the formative evaluation was on program development. The evaluation, conducted by Educational Testing Service, was viewed essentially as a process designed to assist in preliminary planning and production phases as well as to assess pilot program impact on student viewers in a nationwide survey. As part of the formative evaluation, a literature search was conducted to provide background information in four areas: social impact of television, teenaged viewing preferences, distractor analysis, and desegregation instruments. Findings showed that television could exert a positive influence on viewers and that various television techniques could be used to improve the appeal of information programs.

The body of the evaluation report is organized in four major sections: Introduction; Design of the Study; Results; and Conclusions and Recommendations.

Section 2

EVALUATION STRATEGY

Design of Study

The formative evaluation of the WTTW-ESAA television pilot program was designed to be conducted in two phases: (1) preliminary planning and production relating to pilot program development; (2) field testing of the pilot program with a national fixed quota sample of approximately 1,000 young Americans, 15 through 18 years of age, of specified racial/ethnic backgrounds.

The major evaluation activities conducted for the two phases of the study are described below. Samples of instruments used in the study are included in the appendices of the report.

Phase One Evaluation Activities

Literature Search

A literature search was conducted early in the study to provide background for WTTW and formative evaluation materials for the evaluation project. The literature search focused on four general areas related to the study: (1) impact of television; (2) television viewer preference; (3) use of distractor analysis, and (4) desegregation instruments. Findings of the literature search were summarized in Section 1.

Distractor Analysis

Instrumentation. This program evaluation technique was used to measure viewer attentiveness to the pilot film. The method consisted of videotaping audience reactions to the screening of the pilot film in the presence of distracting alternate visual stimuli. The "distractor" consisted of color slides of various types (flowers, animals, people, landscapes, seascapes, and buildings) which changed automatically every eight seconds. The slides were shown simultaneously with the film on a second screen positioned approximately at a 45 degree angle to the film screen. Care was taken to assure that the projected slide image was approximate in size to the projected film image and both had approximately equal light intensity.

The proportion of the audience attentive to the film, despite distraction, was systemically recorded for a freeze frame during each 8 second period throughout the film. Graphic display of the results of distractor analysis identify the comparative audience attentiveness during specific micro elements of content. The distractor analysis technique was utilized at two stages of the study: during Phase One, with a "rough cut" version of the three co-produced pilot segments, and during Phase Two, with the pilot show used in the full-scale field testing.

Subjects. The "rough cut" version of the pilot segments from Memphis, Portland, and San Francisco, were viewed by three groups of eleventh and twelfth grade sociology students at New Trier East High School in Winnetka, Illinois. Of the 37 students whose viewing reactions to the film were recorded on videotape, 35 were white and 2 were black.

Data Collection. The pilot film was shown to three classes of New Trier East students on May 13, 1975, during regular class time. Extensive "set-up" preparations were required for adjusting the light levels and positioning the two screens, videotape recorder, playback unit, slide projector and film projector, prior to pilot film presentation. A technical consultant assisted in distractor analysis recording, and helped establish "set-up" specifications for Phase Two.

Data Processing. Detailed analysis of both the pilot film and the videotaped viewers was required. Dialogue or other audio elements and visual descriptors were recorded at the end of each eight second interval on the film sound track as markers. A count of the number of viewers watching the film, as opposed to those distracted for one freeze frame per 8 second interval, was recorded for each audience videotape to correspond to every marker. The number of attentive viewers for all viewer groups was summed for each interval and proportions of attentive viewers were calculated. A graph was drawn to relate the proportion of audience attending to the corresponding location in the pilot film.

Data Analysis. The completed graph provided a readily understood measure of audience attentiveness during the screening of the pilot film in the presence of a distractor. Manifested troughs and peaks in the graph could be related to the corresponding film content to help identify areas of low and high audience interest.

Q-sort

Instrumentation. Q-sort was used to provide feedback on the type of television programs high school students prefer to watch and could learn the most from. The Q-sort instrumentation used in Phase One of the formative evaluation study consisted of synopses of 64 fictitious television programs, typed on cards, and patterned after the style of

TV Guide condensed descriptions. These synopses included summaries of 10 script ideas received from WTTW and 54 others written to fill a format by issues matrix as shown below in Table 1. The list of fictitious television program synopses by program title and type used in the Q-sort is included in Appendix A.

Table 1

Q-sort: Distribution of Synopses by Format and Issues

Format/Issues	Inter-personal Relations	Schools	Future Plans	Cultural Pluralism	Social/ Political	Total
Documentary	2	3	1	2	5	13
Drama (talk)	4	4	3	6	1	18
Drama (action)	2	3	1	1	1	8
Comedy	1	2	-	4	1	8
Musical	1	2	1	3	-	7
Talk Show	1	3	1	2	3	10
Total	11	17	7	18	11	64

Subjects were asked to sort the 64 cards into five forced-choice categories in two ways: first, the kinds of programs they preferred, most to least; and then, the kinds of programs they could learn from, most to least.

Subjects. Seventeen high school students in Minneapolis participated in the Q-sort study. Student characteristics were as follows:

Race/Ethnicity	Male	Female	Grade
Black	2	2	10, 11, 12
Hispanic	1	-	12
Oriental	2	1	10, 11
Native American	1	1	11, 12
White	4	3	9, 10, 11, 12
Total = 17	10	7	

Data Collection. The Q-sort was administered to the above students in Minneapolis, at Central and South High Schools on April 14 and 15, 1975. The students, who met in small groups, were requested to sort the 64 cards in five forced-choice categories, as indicated previously, in terms of preference and learning.

Data Processing. Student responses to the Q-sort were recorded during each instrument administration session at the two schools. Frequency counts of responses were made later, and results summarized in tabular form.

Data Analysis. Since total numbers were small, and there was not symmetry within the matrix, the number of responses across each category was tallied. Relationships were examined between "least" and "most" categories as well as "preference" versus "learning" categories. Reactions of participants to each of the WTTW-related script ideas were also examined.

Student Co-Producer Teams

Instrumentation. The *Student Co-Producer Questionnaire* and the *Local Coordinator Inventory* were designed to provide general information about the members of the pilot teams, instructional materials and methods, and the personal reactions of participants to their experiences as co-producer team members. The two instruments were field-tested with Evanston Township High School student co-producer team members and their local coordinator. The instruments were revised to incorporate suggestions received and are included in Appendix A.

Subjects. Eighteen students from the three pilot sites (Memphis;

Portland, Oregon; and San Francisco) responded to the *Student Co-Producer Questionnaire*. Their three local coordinators completed the corresponding *Local Coordinator Inventory*. The student respondents were of diverse racial/ethnic backgrounds: 7 were white and 11 were minority group members. The ages of the students ranged from 15-18; and they were enrolled in grades 10-12. Both boys and girls participated on the student co-producer teams.

Data Collection. On March 25, 1975, questionnaires were mailed directly to the local coordinators of the student co-producer teams involved in the pilot program. Returns of the completed questionnaires were monitored and a 100 percent return was achieved with one follow-up.

Data Processing. Questionnaire returns of the *Student Co-Producer Questionnaire* and the *Local Coordinator Inventory* were hand tallied because of the small number of subjects in this substudy (18 students and 3 local coordinators). Quantitative results were recorded in tabular form.

Data Analysis. Responses to questionnaire items were examined for content and relationship to project goals and objectives. Average difference factors reflecting students' perceptions of self-changes in knowledge, feelings, attitudes, and behavior since joining the co-producer teams were calculated and are reported in Table 7 in Appendix D.

Content Analysis: Pilot Scripts

Completed scripts for the three film segments in the pilot program were received from WTTW-ESAA project staff. Each of the film scripts was analyzed by ETS to obtain relevant descriptive information and to establish correspondence with project goals and objectives. Categories included in the content analysis format were: script identification, program type, storyline, racial/ethnic groups represented, protagonists, ESAA-TV related objectives, issues identified, sources of conflict, modes of tension reduction, and implied values-specific and general.

Phase Two Evaluation Activities

Distractor Analysis

Instrumentation. During Phase One, alternate methods for conducting distractor analysis were field-tested at the ETS Evanston Office. Tryout of the distractor analysis technique used in this study was conducted at New Trier East High School on May 13, 1975, and has been discussed previously. Some improvement in viewing conditions was attained by lowering the light intensity of the room during pilot viewing. The use of red illumination helped considerably in reducing the self-consciousness of viewers during videotaping. Also, distractor slides showing extreme closeups were found to be unusually distracting during Phase One and were excluded during Phase Two distractor analysis.

Subjects. The full-scale pilot film, "TCR '77," was viewed at Central High School in Minneapolis, Minnesota, by eight groups of students. This urban audience was composed of 112 viewers enrolled in grades 9-12; approximately 57 percent were white and 43 percent, black.

Data Collection. The pilot film was shown to Central High School students on June 3-6, 1975. Set-ups for lighting, media equipment, and seating were completed the day prior to the scheduled viewings. A technical consultant was utilized for videotaping the eight viewer groups.

Data Processing. Each of the videotapes was analyzed on a playback unit. The freeze frame for each 8 second interval was examined to count the number of pilot film viewers. The proportion of attentive viewers was computed for the combined groups. Data processing was the same as described previously for the New Trier East audiences.

Data Analysis. The completed composite graph provided an indicator of audience attention by eight second intervals during the showing of the pilot film, pinpointing high and low levels of attention.

Pilot Field Testing

The major effort of the formative evaluation involved the field-testing of "TCR '77" with a national quota sample of approximately 1,000 high school students, stratified by sex, racial/ethnic group, type of community and geographical area. The sample was to include students from five major racial/ethnic groups in the following proportions: approximately 100 Asian-Americans, 300 blacks, 200 Hispanic-Americans, 100 Native Americans, and 300 whites. Fixed quota sampling technique is considered appropriate to formative evaluation studies where findings are intended to improve product effectiveness rather than to infer population variables. Findings may be applied only to subjects included in this study and should not be considered representative of any population of viewers.

Regional coordinators at their respective ETS regional offices identified high schools and other viewing sites and then arranged for student viewers, according to project specifications described in an ETS planning memorandum dated April 4, 1975, and included in Appendix C. Selection criteria for inclusion of schools or other viewing centers and students in the study are listed below:

1. School Location
    - nationwide--East, Southeast, Southwest, Midwest and far West
    - communities--urban, suburban, and rural (one of each type in each of the respective geographic regions)
2. School Characteristics
    - exclusive of schools in WTTW-ESAA television project sample
    - desegregated with students of varied racial/ethnic group membership
    - school calendar permitted pilot viewing during school session
    - cooperation of required school officials obtained
    - pilot viewing facilities were available
    - scheduling of pilot viewing, administration of control and experimental instruments, and group discussion feasible within class schedules
3. Student Characteristics
    - representative of various grade levels--9-12
    - representative by sex
    - geographically representative of specified racial/ethnic groups

Instrumentation. The *Student Viewer Survey*, a four-page questionnaire, was designed in two forms--experimental and control. The control form was completed by students before seeing the pilot film and the experimental form, afterwards. Instruments were pretested at New Trier East High School.

Content areas in the experimental instrument included factual knowledge and comprehension of the pilot film, attitudes towards desegregation and other groups, the relative appeal of the pilot program on various dimensions, and preference for future shows in the "TCR" series. The control instrument, a shorter version of the experimental instrument, included items relating to factual knowledge presented in the film, and attitudes towards desegregation and other groups. Both pre- and post-viewing questionnaires were field-tested and appropriate revisions made prior to use in field-testing of the pilot program.

Small group discussions with selected groups of articulate students were conducted by ETS field staff members. The discussions were conducted as semi-structured group interviews and followed the format included in the *Small Group Discussion Guide*. Other Phase Two forms were designed for observation and record-keeping by field personnel during scheduled pilot viewings. These included; (1) *Pilot Viewing Group Observation*, to record student comments during post-viewing group discussions with selected students; and (3) *Summary Sheet*, for keeping records of each school or viewing center. Training materials were provided for ETS field staff members and included in the *Manual for ETS Regional Coordinators*. Copies of the pilot field-testing instruments and forms discussed in this section are included in Appendix C.

Subjects. Altogether, 1,464 experimental and control group student viewers across the country saw "TCR '77" during Phase Two pilot field testing. The experimental group was comprised of 1,241 (41% male and 59% female) high school students in grades 9-12; and the control group, of 233 students in tenth grade. Only students with usable responses to the *Student Viewer Survey* were included in the study. Table 2, on the following page, reports the racial/ethnic characteristics of these students. They were distributed geographically as follows: South 11%, Midwest 27%, East 10%, Southwest 19% and West 33%.

Table 2

RACIAL/ETHNIC CHARACTERISTIC OF EXPERIMENTAL AND CONTROL GROUP STUDENT VIEWERS

Racial/Ethnic Group:		Viewer Group:	
		Experimental	Control
Asian-American		105	16
Chinese	(40)		
Filipino	(44)		
Japanese	(19)		
Other	(2)		
Black		385	43
Hispanic-American		212	27
Mexican-American	(119)		
Cuban	(24)		
Puerto Rican	(68)		
Native American		104	12
White		424	122
Other		11	3
Total		1,241	223

Data Collection. Pilot field-testing was conducted from June 2, 1975 through July 17, 1975, at 27 high schools or other viewing sites. A list of participating schools and viewing dates is included in Appendix C.

Scheduling arrangements for pilot program viewing, instrument administration, and small group discussions were completed prior to day of visitation. A tenth grade class was administered the control form of the *Student Viewer Survey* before seeing the film, and classes of all grades were administered the experimental form of the *Survey* after seeing the film. Brief introductory comments were made by ETS field staff to student participants before showing the film and administering the instruments.

ETS field staff completed a *Group Observation Record* for each group of viewers watching the film and recorded the group's behavior during each of the three film segments and wraparound. After viewing sessions were completed, a semi-structured group interview was held with a selected group of articulate students. The *Small Group Discussion Guide* provided the basis for discussions, and student comments were recorded on the *Small Group Discussion Report.* Regional coordinators also completed a *Summary Sheet* for each school or viewing center included in the study. Completed instruments and other project forms were returned to the ETS Evanston Office for data processing and analysis.

Data Processing. Returned student instruments were scanned for legibility and completion. Student responses were then coded and keypunched in preparation for data analysis. Computer programs were written and trial runs conducted. The computer facilities at Northwestern University in Evanston were used to analyze control and experimental data received from the pilot field-testing.

Data Analysis. Frequency distributions of student viewer response types were displayed by computer and classified by sex, racial/ethnic group membership, type of community, and geographical area.

The chi square statistic (χ^2), which measures discrepancy between observed and expected response proportions, was computed to test the null hypothesis of no significant differences between proportions of students in above categories who chose each response. Significant differences between proportion of students selecting responses were reported only at the .01 and the .001 levels of significance.

Summary

The formative evaluation of the WTTW-ESAA television pilot program, "TCR '77," was conducted in two phases. Phase One evaluation activities related to pilot program development and included: a literature search; distractor analysis tryout with pilot program segments; Q-sort to explore teenage viewing preferences; a questionnaire survey of student co-producer teams and their local coordinators at the three pilot sites; content analysis of the pilot scripts, and pilot tests of Phase Two instruments.

Phase Two evaluation activities included distractor analysis of the completed pilot television program with 112 students in Minneapolis and the field-testing of the pilot film with a national sample of teenagers of five major racial/ethnic groups. Selection of subjects for the study was made through quota sampling technique.

The field-testing of the pilot television program was conducted at 27 viewing sites from June 3, 1975, to July 17, 1975. The control group who completed the *Student Viewer Survey* before seeing the film was comprised of 223 tenth grade students; the experimental group was comprised of 1,241 students in grades 9-12. Student behavior, while watching the film, was recorded by regional coordinators. Also, selected groups of articulate students participated in group discussions with ETS field staff personnel.

Data was processed and analyzed at the ETS Evanston Office, using computer facilities of Northwestern University. Frequency counts were made and nonparametric statistical tests of significance used for analysis of findings.

Section 3

RESULTS

The Film Makers

Student Co-Producers

Analysis of responses to the *Student Co-Producer Questionnaire* from the 18 students at the three pilot sites (Memphis, Portland, and San Francisco) indicated a high level of student enthusiasm for the project. After all, the whole field of television script writing was a new and exciting experience for most of the students. They were happy with their progress, and experienced few problems, with the exception of temporary difficulties such as finding a good meeting place and being required to do too many exercises in the beginning, with not enough chances to show their strengths in creative aspects of writing. However, no problem lingered beyond the first few sessions.

The students rated themselves as being average or above average academically. They reported that participation in the project has had no adverse effect on their school work. Indeed, several reported their academic work had improved since joining the team.

The few months that the pilot script co-producer teams worked together made some difference in terms of knowledge and attitudes, according to the students' before and after self-ratings on the *Student Co-Producer Questionnaire*. The greatest gain was in knowledge of script writing from outline preparation to finished product. Most of them knew little about television production or script writing before the ESAA project. Relatively smaller gains were reported in terms of more positive attitudes toward desegregation and interpersonal relations, because almost all rated themselves as being quite positive in general attitudes at the start of the project. However, all reported changes were in the positive direction. A summary of responses to each item in the *Student Co-Producer Questionnaire* is included in Appendix D.

Local Coordinators

Responses to the *Local Coordinator Inventory* received from the three pilot sites indicated that these local staff members were generally satisfied with their progress. The reported total amount of time devoted to the project at each location, from start date until April 1, 1975, ranged from 100 to over 140 hours. All felt great satisfaction that their scripts were selected for the pilot program. The only area where there was agreement that some difficulties were experienced, was with some shortage of equipment and supplies on occasion. There was also an expression of desire for more guidance in terms of possible formats, inasmuch as they felt limited almost entirely to the documentary, interview format. A summary of local coordinator responses to each item of the *Inventory* is included in Appendix D.

Relation to Goals

Project goals were stated in WTTW's Scope of Work (June 17, 1974). Three of the four general project goals related directly to the overall concept of the WTTW-ESAA project, that is, " ... to supply help, opportunity, and motivation" for high school students to co-produce the television series on high school desegregation. The completion of the pilot film, representing the efforts of high school students who worked as co-producers with WTTW-ESAA project staff, would indicate success toward attainment of these goals.

In fulfilling the four general goals of the project, 23 subgoals were formulated (pp. 11-12) relating to student co-producers, proposed shows in the television series, and to the project, as well. Responses to the *Student Co-Producer Questionnaire* and the *Local Coordinator Inventory* suggested that a number of project subgoals relating to student co-producers had been attained at the pilot sites. These were:

1. To have high school students express their views about race and prejudice to other high school students.
3. To provide an opportunity for teens to articulate some questions which they usually would ask a best friend.
11. To show teens what can be accomplished through interpersonal/interracial relations.
15. To encourage teens to identify with each other as teens, rather than along racial/ethnic lines.
17. To suggest ways teens can express their feelings.
18. To teach participating teens to use television as a means of expression.
19. To give participating teens a sense of "team-ness" with other teens of dissimilar backgrounds.

The Pilot Program

Content Analysis: Three Pilot Segment Scripts

During Phase One of the study, shooting scripts of the three television pilot segments were prepared and submitted to ETS for review. The format for content analysis of the pilot segment scripts, discussed previously in Section 2, was designed to describe and link them to the stated goals of the television project. Analysis of the pilot segment scripts was considered preliminary to analysis of the hour-long pilot television show, scheduled to be field-tested during Phase Two.

Completed analysis of the pilot segment scripts showed that many issues related to desegregation were dealt with: alternative schools, busing, community resistance, desegregation plans, dress code, extracurricular activities, interracial friendship, life styles, race relations, reclassification plan, stereotyping, student expectations, and teacher expectations. Content analysis of each pilot segment script also identified sources of conflict relating to desegregation and modes of tension reduction. The completed analyses are included in Appendix B.

Relation of Pilot Segment Scripts to Project Goals

Project goals identified in the three pilot scripts were as follows:

1. To have high school students express their views about race and prejudice to other high school students (Memphis).

6. To help viewers identify the origin of feelings of conflict in the high school (Portland, Oregon).

7. To show symptoms and origins of some conflicts (San Francisco).

11. To show what can be accomplished through interpersonal/interracial relations (Memphis).

23. To provide televised role models (Memphis, San Francisco).

It should be observed that a number of WTTW-ESAA project goals not readily apparent in the pilot segment scripts were identified in the hour-long pilot television show. The correspondence of "TCR '77" to project goals are discussed later in this section under the heading, "Viewer Preferences in Relation to Project Goals."

What the Viewers Said: Findings Based on Verbal Data

Were there any significant changes in student knowledge and attitudes toward schoolmates of different racial groups or the idea of going to desegregated schools? Tenth grade classes in each site were randomly designated to be experimental or control groups. Distribution by sex and geographic area among controls and experimental groups were similar. However, there was a slightly greater proportion of minorities among experimental groups (57.2%) than among controls (45.3%). Two hundred and twenty-nine experimental students were shown the pilot film and then asked a series of questions about general racial attitudes and film content. The same questions were asked of 223 control students before the screening. The responses would indicate that seeing the film was associated with more positive attitudes toward going to desegregated schools.

Attitude to Desegregation. To the question: "How do you feel about students of different racial ethnic groups going to school together?," four possible answers were offered. The percent of control and experimental students choosing each response is shown below:

	Controls (N=223)	Experimentals (N=229)
I like it	29%	42%
I don't like it	9	4
It doesn't matter to me	53	50
I don't know	9	5

Chi Square (χ^2) = 13.4***; $p<.001$

The proportion of students who were observed to respond positively and negatively to the notion of attending desegregated schools was significantly different between experimental and control groups. More experimentals expressed preference for desegregated schools, fewer disliked the idea.

A series of 22 questions, based on items in the Exemplary Desegregation study, asked the students to think about students of different racial/ethnic groups, and their likelihood of participating in particular school activities. No significant differences were found between the responses of control and experimental groups to 21 of the items. Only one item shows a significant difference between groups. A relatively greater proportion of experimental subjects chose Asian-American students as being most likely to play on the chess team. Since one significant difference among 22 items would be expected to occur by chance, it is concluded that no difference between experimental and control groups was found in this series of items concerned with racial/ethnic groups and likely school activities.

Knowledge Gained From the Film. Did the experimental students, who responded to the questionnaire after seeing "TCR '77," know more than their control group classmates about desegregation in Memphis and San Francisco, or the Portland story of Charley Brown? The answer is unequivocally yes. A significantly greater proportion of experimental group students consistently chose the correct responses to every questionnaire item concerned with pilot program content. Table 3 below summarizes the results.

Table 3

PERCENT OF 229 EXPERIMENTAL AND 224 CONTROL GROUP STUDENT VIEWERS WHO CHOSE CORRECT RESPONSES TO ITEMS ABOUT PILOT PROGRAM CONTENT

Item No.	Description	Control (% correct)	Experimental (% correct)	χ^2
29.	Feeling of bussed Memphis students	17	77	170.6***
30.	Meaning of C.A.B.	7	43	105.7***
31.	Reason for closing alternative schools	3	23	127.9***
32.	Who is Charley Brown?	2	67	208.1***
33.	Stereotyping	17	38	94.4***
34.	Angel Island	5	50	150.3***
35.	S.F. Chinese feeling about desegregation	2	55	209.8***
36.	Galileo High School	5	41	181.3***

***$p<.001$

It is clear, then, that the pilot film was quite successful in conveying information about desegregation and interpersonal relations among high school students. Items 29, 32, and 35, which dealt with feelings of the protagonists in the three sections, were well understood by more than a half of the experimental group. Items 30 and 31, which dealt with factual details of the Memphis alternative schools, were less well understood. Post-screening discussions confirmed the general failure to understand the dynamics of the Memphis alternative schools. It is possible that this presentation of information, through either voice overs or subtitles alone, was not adequate to insure general comprehension.

What Viewers Remembered about "TCR '77" One Week Later. In order to determine long term impact of the pilot film, three small groups of students at South High School, Minneapolis, were interviewed a week after the pilot screening. The composition of the 24 students, assessed for long term recall, by sex and group membership, is shown below:

Race:	Black	Chicano	White	Total
Sex:				
Male	2	1	10	13
Female	4	-	9	13
Total	6	1	19	26

The following questions were asked of each small discussion group:

1. Do you remember seeing a pilot television film last week?
2. Do you recall the title of the film?
3. What did the title mean?
4. Do you remember what the film was about?
5. What kind of feelings did the film leave you with?
6. What values did the pilot film convey?
7. What characters do you remember from the pilot film?

Individual students had varying degrees of recall. All remembered seeing the film during the previous week, but only two students recalled its title even vaguely. After they were given the title, no one could remember what "TCR" stood for. One student explained that so many explanations were given that it was hard to remember what it really stood for.

Although some factual details about desegregation presented in the pilot had been forgotten, most students retained lasting impressions of general content. For example, they readily recalled the Memphis busing scene, students in halls, the fight, the pep rally, and the alternative schools. They remembered that Charlie Brown was stereotyped as a troublemaker by his teacher because he had a poor record and dressed flashily. The students retained an impression of hardship suffered by the San Francisco immigrants (although they weren't sure whether they were from China or Japan). They remembered the crowded living conditions in Chinatown.

The Minneapolis students remembered and talked about the affective content of the pilot film even more than their recall of factual details. Retention of feelings and attitudes expressed by students, parents, teachers, and community members towards desegregation in the Memphis and San Francisco segments remained keen. "That's how it really is!" remarked one boy, and the rest voiced their agreement.

The values expressed in the pilot film were closely understood and remembered. The major points they remembered were: (1) we should try to understand people of other races and get along with each other; (2) stereotyping is foolish; and (3) racism and segregation are "bad."

The Minneapolis students also recalled their most and least favorite characters. They all liked the core group and Memphis pep rally's high spirited social dancing in the wraparound. They were sympathetic to the elderly man (Mr. Chow) on Angel Island in the San Francisco episode, because he appeared to them to be "really genuine." Black students especially remembered the purpose of alternative schools in the Memphis episode, and found the Briarcliff principal's speech about seeking more black students "hypocritical."

All students felt that the basic idea of a series on desegregation featuring high school students was a fine one. One commented, "... but you didn't show us any solutions!" Another quickly responded: "Dummy, it's really up to us to talk and make our own solutions." All in all, the important issues about desegregation raised by the pilot were retained a week later by a group of inner-city high school students, even though factual details had been somewhat blurred.

In short, it was found that student viewers' knowledge about desegregation in Memphis, the stereotyping in Portland, and the dynamics of human relations in San Francisco, was significantly greater after seeing "TCR '77." The complex factual information about alternative schools in Memphis was less well understood than the content of the San Francisco and Portland segments.

A greater proportion of the pilot program viewers also expressed more favorable attitudes toward attending desegregated schools themselves after seeing the film, than the control group which had not seen the film. A week later, follow-up interviews showed that the affective content and personalities of some of the characters in the film were remembered more clearly and accurately than factual details.

Viewers' Likes and Dislikes. A survey of student viewers' tastes and preferences with regard to television in general, and the "TCR" series in particular, was included in the questionnaire. The instrument was completed by 1,241 teenagers, but not everyone answered each question. The viewer preference questions and responses follow:

Q. *In terms of format, how would you like all the rest of the shows to be?*

A. Of the 1,156 respondents, responses showed: 17 percent wanted the series to be the same magazine format as the pilot film; 21.1 percent preferred longer, in-depth treatments of a single issue; and the greatest proportion, 62.0 percent, would like to see a combination of the two.

Q. *In terms of content, which of these script types already submitted by high school co-producers would you most enjoy seeing as a finished television program?*

A. A summary of responses is shown below.

Script Types	Number of Respondents Who Choose Category
1 = Communication Gaps among students, between students and school activities	387
2 = Busing - problems and resolutions	204
3 = Extra-curricular activities and sports - problems and ways out	193
4 = Prejudice - problems and ways out	395
5 = Gangs	347
6 = Interracial Dating	302
7 = Generation Gaps - problems with parents and family	292
8 = Stereotyping	257
9 = Peer Pressures - problems and ways out	208
10 = Ethnic Pride - minority vs. majority values	235
11 = Fear of Petty Crimes, Violence - problems and resolutions	250

There were significant differences among groups with regard to subject matter preferences. Relatively fewer black and Hispanic-American students expressed interest in seeing a film about peer pressures. Contingency tables of response frequency classified by group membership of this item and the questions which follow are shown in Appendix D.

There were some differences in the subject preference of boys and girls. Over a third of the girls chose Communication Gaps as a favorite subject, while only a quarter of the boys selected that subject. Prejudice - problems and ways out, Interracial Dating, and Generation Gaps were favored by a relatively greater proportion of girls.

There were regional differences observed. These should be considered with caution, since there was no effort to select representative regional pilot audiences. For example, fewer of the eastern students chose any subject listed for future programs. But all East Coast teenagers may not be so blase as the particular groups we observed. Busing was selected most frequently by viewers in the Southwest and on the West Coast. Extra-curricular Activities was more often chosen by western viewers. Students in the Midwest and West expressed most interest in seeing episodes dealing with Gangs, and so did the student viewers in Florida. The southern students chose Peer Group Pressures more frequently than those of other regions. Fear of Petty Crimes was selected by students in the South, Midwest and West.

There were, however, no significant differences when subject matter choices were classified by type of community -- rural, small town, suburban or urban.

Q. *The pilot film you just saw lasted approximately one hou*
What would you prefer in the full series?

A. Of 1,148 respondents, 50.2 percent preferred hour-long shows, and 49.8 percent would like a longer series of half-hour shows. Although response of the entire experimental group was about evenly divided, there were differences among groups in response frequency. Sixty percent of the white students preferred the shorter program, while over half of each minority group preferred the hour-long show. Seventy percent of viewers in the East chose the half-hour option.

Q. *In general, what kind of television programs do you like to watch the most?*

A. There were 1,091 student responses to this item, and the two favorite categories were comedies and action dramas, preferred by 41 and 34 percent of the respondents respectively. More Asian-Americans and black students chose action dramas over comedies, while Hispanic-Americans, Native Americans, and white students indicated they watched comedies most frequently. More male students preferred comedies, while more female students preferred dramas and documentaries. Southwestern and southern respondents preferred action shows to comedies, while the students on the two coasts and in the Midwest chose comedies over action shows. These two categories combined constituted from 68 to 80 percent of student favorites in all regions. Documentaries were named tops by 6 percent of the audience.

The student viewers rated each of the three episodes as well as the wraparound on a number of dimensions. The number of students responding to each item, and the percent of respondents choosing each category are tabulated for each film segment in Table 4, on the following page.

Table 4

Percent of Observed Responses to Rating Items for Each of
Three Pilot Segments and Wraparound of "TCR '77"

		Percent Response:			
Film Segment	Number of Respondents	Excellent	Good	Fair	Needs Improvement
Memphis East:					
Storyline	1085	26.1	36.8	25.2	12.0
Format	1055	29.3	39.1	21.3	10.3
Music	1085	25.4	38.1	24.1	12.4
Sound effects	1078	19.2	38.7	26.5	15.6
Visuals	1065	37.3	36.8	17.6	8.4
Pace and tempo	1069	18.9	38.2	29.4	13.6
Desegregation problem presented	1056	23.9	41.6	23.2	11.4
Desegregation solution presented	1055	22.1	37.4	25.6	14.9
Encourage teen empathy	1068	32.7	34.7	21.2	11.4
Stereotyping:					
Storyline	1054	34.1	34.8	21.4	9.7
Format	1029	24.4	45.1	21.4	9.1
Music	1043	26.8	38.6	26.0	8.5
Sound effects	1035	24.3	41.1	23.8	10.8
Visuals	1022	35.6	36.4	20.8	7.1
Pace and tempo	1018	23.1	43.1	24.3	9.5
Desegregation problem presented	1009	19.0	41.9	28.4	10.6
Desegregation solution presented	1006	20.8	38.4	28.2	12.6
Encourage teen empathy	1018	27.4	33.7	26.0	12.9

Table 4 - Continued

Percent of Observed Responses to Rating Items for Each of Three Pilot Segments and Wraparound of "TCR '77"

Film Segment	Number of Respondents	Percent Response: Excellent	Good	Fair	Needs Improvement
Chinatown Story:					
Storyline	1046	31.5	36.4	20.7	11.5
Format	1027	24.7	40.2	25.8	9.3
Music	1037	19.2	37.0	30.2	13.6
Sound effects	1029	18.1	39.0	30.1	12.8
Visuals	1025	29.2	37.8	24.0	9.1
Pace and tempo	1020	17.2	40.4	30.4	12.1
Desegregation problem presented	1014	23.5	39.9	25.0	11.6
Desegregation solution presented	1022	18.3	38.0	30.4	13.3
Encourage teen empathy	1021	23.8	34.6	25.9	15.8
Wraparound:					
Music	1062	39.9	27.6	19.9	12.6
Dancing	1064	38.0	28.6	18.0	15.4
Narration	1037	26.4	36.9	24.0	12.6
Ideas about TCR	1044	29.9	33.3	22.4	14.4

Some inferences can be made about perceived strengths and weaknesses of the pilot production by looking at the proportion of student viewer ratings within and among the pilot segments. These findings, augmented by the distractor analysis data, show clearly the aspects of the pilot film which were well received, as well as the sections which may need editing. All dimensions received "good" and "excellent" more often than "fair" or "needs improvement" ratings. The Memphis East episode received most "excellent" ratings for visual effects and success in encouraging teens to identify with each other as teens rather than along racial/ethnic lines. Portland's stereotyping was rated highly for the storyline and visuals. And San Francisco's Chinatown received most "excellent" ratings for its storyline. Sound effects, pace and tempo, and ideas for reducing conflict and tension were rated less positively for all three episodes. The wraparound received highest ratings for music, followed closely by dancing. In-depth discussions after screening showed that it was the social dancing which was being praised, while the modern dance received mixed notices.

There were some differences among groups in their ratings of the program segments. Black students, on the whole, tended to be most generous in their judgments. Girls tended to choose more positive ratings than boys. Southern viewers tended to rate all dimensions "excellent" more often; eastern viewers were generally the most critical. The following discussion covers differences found among groups' response frequencies with chi squares significant at the .01 or .001 level. Contingency tables showing the frequency of responses classified by film segment, dimension and group membership are listed in Appendix D.

Memphis East:

Storyline. Among black respondents, 32.9 percent rated the storyline "excellent," while only 15.6 percent of the Asian-Americans did so. When "good" and "excellent" categories were combined, about two-thirds of each minority group responses fell into this cell, while 58.4 percent of white students rated it "good" or "excellent." Students in the South and East gave highest percentages of "excellent" ratings.

Music. A third of the black and Native American respondents rated the Memphis East music "excellent." When the two top ratings were combined, about seven out of ten blacks, Hispanic-Americans and Native Americans were in the combined cell. Relatively fewer white and Asian-Americans rated the music as highly. Students in the South and Southwest rated the music "excellent" most frequently.

Sound effects. Black respondents once again were most generous. More than two-thirds rated sound "good" or "excellent." All other groups were less enthusiastic. About half of them chose the two lower ratings. Respondents in rural and small town high schools rated the sound less positively than city and suburban respondents, but that may have been due to poor projection equipment and screening facilities at those schools.

Pace and tempo. More than half of the rural respondents, and almost the same proportion of small town students, rated this dimension in the two lowest categories. It is possible that the strong emphasis on the hectic pace of urban living in "TCR '77" did not appeal as much to rural and small town residents.

Presents symptoms and origins of some problems relating to desegregation. While there were no racial/ethnic group differences in rating this dimension, there were significant sex differences. Relatively more girls rated this dimension positively than did boys.

Encourages teens to identify with each other as teens, rather than along racial/ethnic lines. Among the girls, 36.9 percent rated this dimension "excellent," while 26.7 percent of the boys chose this category. There were also proportionately fewer rural and small town respondents who rated this dimension highly. Here again, the urban emphasis of the pilot program probably could explain the lack of identification of rural and small town students. Southern students expressed most empathy with the Memphis teens.

Stereotyping (Portland):

Sound effects. Similar to the ratings of this dimension for Memphis, black respondents rated sound effects more highly than all other racial/ethnic groups. Rural and small town respondents rated sound effects less highly than city and suburban students. In addition to screening facilities differences, the pacing of the dialogue and the urban idioms may have been confusing for rural and small town viewers. Post-viewing discussions showed that not all students understood such idioms as "putting us in some kind of bag." These misunderstandings may have been generalized to ratings on sound effects.

Visuals. There were proportionately fewer "excellent" ratings for the camera work among rural and small town students. Since the wraparound as well as the three regional segments were shot in big city locations, it may have been the locations rather than the camera work to which the small town and rural students responded.

Pace and tempo. Relatively more girls rated this dimension "excellent" than boys. City and suburban respondents rated it "excellent" more frequently than rural and small town students. This episode, even more than the Memphis segment, was fast-paced, which may not have been as appealing to rural and small town residents.

Chinatown (San Francisco):

Storyline. Although there were no significant differences of response patterns among racial/ethnic groups or by sex, fewer rural and small town students rated it "good" or "excellent." Ghettos of any nature are not particularly relevant to rural and small town living, so that the relative lack of enthusiasm for the storyline of Chinatown could be understandable. Southern students rated it highest.

Format. Southern students rated format most highly; eastern viewers gave lowest ratings. Again, small town and rural respondents rated this dimension less highly than city and suburban students. During discussions after screenings, city and suburban students often mentioned the fad for old movies, such as the one shown in the opening scene of this episode. This point was not mentioned among small town and rural viewers. The fantasy/satire format may also not have been as relevant to country dwellers. A favorite show of teenagers in the Chicago area and other urban centers has been "Monty Python's Flying Circus," a wild comedy satire series.

Sound effects. Rural and small town respondents rated sound less highly than urban and suburban students. Eastern students were most critical among geographic groups.

Visuals. Here, too, rural and small town respondents and the eastern groups were more critical than urban and suburban students.

Encourages teens to identify with each other as teens, rather than along racial/ethnic lines. Rural and small town students rated this dimension less highly than urban and suburban respondents. Eastern groups were more critical than students elsewhere.

Wraparound:

Music. Blacks, Hispanic-Americans and Native Americans rated the wraparound music "good" or "excellent" more frequently than whites and Asian-Americans. The latter were least enthusiastic, with almost half of the respondents choosing the two lowest ratings. Girls, on the whole, rated the music more favorably than boys. Over half of the Eastern students, contrary to their consistent critical responses, rated it "excellent."

Dancing. Blacks and Hispanic-Americans rated the wraparound dancing more highly than other groups. More girls praised the dancing than boys. City and suburban students rated it higher than rural and small town viewers. Post-screening discussion showed that this item failed to distinguish between two types of dancing by the core group. Generally, greater appeal was attributed to social dance than modern dance.

Narration. Black students rated narration "good" or "excellent" most often. Hispanic-Americans and Native Americans followed very closely. Whites were relatively less positive, and Asian-Americans were most tempered in their praise, with half choosing the lowest categories. Girls were more generous with praise than boys, and rural and small town viewers reacted with less enthusiasm than city and suburban students.

About a third of the student viewers felt the working title of the series should be changed. The greatest number of proponents for change were on the East and West Coasts. A list of alternative titles for the WTTW-ESAA TV series proposed by student viewers is included on the following page.

A Kid's Eye View
Being Together
Bussing in Memphis, Tennessee
Come Together
Come Together Children
Communications
C.K.C. Crazy Kids on Campus
Feel Sorry
For Students Only
Get It Together
Getting Along
Getting Together
Help
How Integration Affects Your Schools
How To Get Along With Other Fellow Men
Integration, Black and Chinese Citizens
Integration, Does It Work
I'm Hip Man
It's All Right To Be Together
Just Plain Together
Kids
Let's Get It On
Let's Get It Together
Look Up and Live
Loving You
Melding
Movin' On
Nut Cracker
One Community
People
People and Places
People To People
People Together With People
People vs. People - Isn't That Dumb
Problems of Today
Pros, Cons of Desegregation
Rainbow
Students from Other Towns
Society Will Reflect Your Personality
T.C.B. Taking Care of Business
Take Care of Races
Taking Action
Teaching Children Races
Tension Conflict Reduction for Teenagers
Tension U.S.A.
That's Together
The Domedomes
The Dopes
The Bad and Good About Integration of Tomorrow
The Teen Screen
The Way Things Should Be
The Way We Are
The Young Society
Think Blood
Together
Togetherness
Together Children Really
Together Forever
Together We Can Make It Happen
Tune In + Turn On
Working Together
What It's Really All About
What It Is
Wash Can News
Your Teenage America

Post-screening Small Group Discussions. Semi-structured group interviews were held with selected, small groups of students after the pilot screening. ETS regional coordinators followed the *Small Group Discussion Guide* and posed a series of questions about the film for students' reactions. Thirty-two small group discussion reports have been received. At a few sites, scheduling conflicts and student apathy prevented post-screening discussions. Native American groups usually wrote out responses to the questions because they were not accustomed to group discussions. A summary of student responses is given below to each of the stimulus questions.

Q. *Generally speaking, how would you judge the pilot program with other comparable television programs?*

A. Substantial numbers of students said they never watched PBS programs. Almost all felt that this type of film should not be compared with commercial television. Comments about "TCR '77" were generally favorable, especially in light of the fact that this film had been produced in cooperation with high school students. The public television programs they felt most comparable to "TCR '77" were "Zoom" and "The Big Blue Marble." The only commercial TV program with even a slight resemblance to "TCR '77" mentioned was "Room 222."

Q. *Generally speaking, how would you judge the pilot program as one written, acted, and co-produced by high school students?*

A. Virtually all the student viewers were impressed and delighted with the notion of a professional-level series produced, acted, and directed by other high school students. They were generous in their judgment of the writing and acting abilities of the student co-producers.

Occasionally, among relatively sophisticated, achievement-oriented groups, there was a tinge of jealousy in their comments. Several groups asked that their school be included in the series. Low-achieving, alienated, potential dropout groups, on the other hand, did not care enough about school or other students to be impressed by the co-producer teams. The only group which felt that the core group lacked "professionalism" was a sophisticated student theater group in Dallas.

Q. *Which of the program parts did you like most:*

Wraparound (core group of student performers);
Six Students from Memphis East;
Stereotyping; or
Chinatown Story of San Francisco?

A. The most popular segment, by far, was the Portland segment on stereotyping. The reasons given were varied. Some pertained to the format and pacing, the fast action, the music and the humor. Most students who chose "Stereotyping" did so because they could identify so easily with Charlie Brown. Apparently many students feel that unfair teacher perceptions is one of the main problems in school. Some students liked the idea that "Portland posed a problem but left the answer to the audience." Others felt that the segment might have been more symmetrical if Charlie could have either responded at length in some way, or had a fantasy scene where he made reciprocal changes in the teacher. One group said in dissent, "We laughed, but we didn't like it. Teachers shouldn't think like that!"

"Stereotyping" was enjoyed equally by high achieving students such as Upward Bound classes, and less academically oriented teenagers such as Neighborhood Youth Corps. The pep rally scene from Memphis East was also extremely popular, even though some other scenes in that segment were reported to have been tedious. The speeches by Mrs. Saed, Mr. Baer, and the politicians were condemned as confusing and boring by a number of groups. An added complaint was their lack of clarity of presentation of information about the alternative schools, which was borne out by the relatively low proportion of experimental students which chose the correct answers on the Memphis information questions. Brother Wayne was perceived as hypocritical, which meant that the affective intent of that scene was properly conveyed. Criticism of the Memphis segment generally came from more academically-oriented student groups. They felt that the process of desegregation may have been oversimplified and sugar-coated. Several groups pointed out that the implication in the Memphis segment was that just desegregating makes everything rosy, which is far from the truth in their own experiences with busing and desegregation. A few found the interracial dancing "phony."

There were also expressions that not enough attention was paid to the actual methods used to attain reduction in conflict and tension. A group of high achieving Upward Bound students objected to the triviality of the student hosts' comments that football and basketball were the most important things at Memphis. These students felt that school should be mainly for learning.

The San Francisco segment on Chinatown and Galileo High School was also frequently mentioned as a top favorite. This segment was enjoyed by the viewers for somewhat different reasons. Rather than any great feeling of empathy or emotional catharsis, it was the fresh information content that was of interest to the audience. While grown-up talk was generally disliked by most viewers, the Angel Island scene with the elderly Mr. Chow was a surprising favorite among very disparate groups, although the distractor analysis showed a trough in the middle of this scene. Earlier, it was reported that "the old man" was a character who remained in the memories of student viewers in Minneapolis. This segment, like that from Memphis, was occasionally criticized for being too slow-moving by some viewers, especially the low achieving group. Yet, other students felt that more in-depth treatment of the nature of conflicts and tensions and their resolution at Galileo High School was needed.

The wraparound had mixed reviews. Scenes such as the beginning dancing and the "that's together" skit were acclaimed. The long, slow, modern dance and the final screen credits were found "too slow" by most discussion groups. Actually, only other modern dancers understood and enjoyed the interpretive dance sequence. Less sophisticated students were somewhat threatened by it. For example, small town or rural white students found the leotards "shameful," while some urban minority students thought the same outfits "weird." The large number of students in the core group, their poor diction, and their failure to get across the exact meaning of TCR was also discussed.

On the whole, almost every discussion group objected to the length of the film and felt that the wraparound, Memphis, and Chinatown segments could be cut to good effect. Also, several groups found much of the idiomatic, rapidly presented dialogue hard to understand. Finally, information presented in audio modality alone without supporting action visuals was found to be confusing and hard to follow.

Q. *Which were some of the things you liked about the show?*

A. The student viewers liked the idea that the film was done by and for high school students. They liked those parts of the film that dealt with real situations and real feelings. Each group liked best those portions of the film which were relevant to their lives. For example, Dallas Upward Bound students liked the Memphis courtroom scenes because Dallas is under a court ruling in appeal for several years. Western students and other groups with Asian-American schoolmates liked the San Francisco segment. Most groups liked "Stereotyping" because they all have experienced it.

Q. *Which were some of the things you didn't like about the show?*

A. The excessive length of the film and some slow-moving parts came in for the greatest criticism. Groups with lower academic ability were more easily bored and complained about the length. They also had the most trouble understanding the dialogue and intent of the segments. High-achieving groups, who were generally more constructively critical, agreed about the length and pacing, but also wanted more in-depth discussion of the issues raised. Everyone found the lack of clarity in some scenes trying; for example, no one understood why the alternative schools closed. Several groups felt that each segment could stand alone if followed by an overall group discussion. The extensive wraparound and the size of the core group were also questioned, because it was hard to get to know so many faces at once. Finally, and most important, the lack of information about how schools go about resolving tension and conflicts associated with desegregation was brought up frequently.

Q. *How do you think the show might be improved?*

A. "Shorten it" is the consensus among all groups. It was also felt that the sound track needed some improvement.

Q. *Did the film change any of your feelings or attitudes about schools, people, or issues?*

A. Only a few of the students admitted any change in feelings or attitudes as a result of viewing the film. However, this was not borne out by their questionnaires for experimental and control groups.

Q. *Did you learn anything new from the pilot film?*

A. Not very many students admitted learning very much new information. Academically-oriented groups were more apt to report that there was some new knowledge gained, usually from the San Francisco segment. Again, objective data showed that substantial information gains were made.

Q. *Did the film stimulate your interest in learning more about any of the subjects it covered?*

A. Several groups said that they would enjoy having the series assigned for classes. Many even said they would watch the series at home voluntarily. Most groups felt that a half-hour film in school, followed by a discussion period, would be a good way to see the series. One group suggested pitting a half-hour program on Tuesday or Wednesday evening against "Star Treck," while another group felt Saturday morning might be a suitable spot. Most agreed they would not choose it over their regular commercial television favorites, but would like it in a time slot with less competition. Several worried aloud about the size of potential audiences if it were broadcast solely through PBS without film distribution through schools.

Q. *What are some of the other subjects you would like to see included in the series?*

The list of suggestions included:

Peer Relations

- Gangs
- Interracial dating
- Peer Pressures
- Feelings about ourselves and each other

Family Relations

- Home life of different groups
- How parents can be made aware of their own hangups
- Parents and children
- How parents think

School Relations

- Extracurricular activities
- How people of different ethnic groups can work together in school
- Real life solutions of conflict and tension in desegregation
- How to cope with racism and racist learning materials in school
- Student rights in the everyday problems of suspension and punishment
- How students can work with administrators and teachers to overcome problems associated with busing and new schools
- Racial discrimination in school
- Teacher stereotyping of two white boys who dress and talk differently
- Student-teacher relations
- Crime (cause and effect)
- Pollution
- Drugs
- Why students cut class and vandalize
- How to develop positive attitudes about school

Societal Problems
   Gaps in intergroup understanding
   Women's Lib and sex stereotyping
   The why of prejudice
Chauvinist Hangups
   Indians wanted to see more Indians
   Chicanos wanted to see more Chicanos, etc.

Q. *How did you like the working title TCR? Can you come up with a title that would be more appealing to all high school students?*

A. "It's too hard to remember." "The title scared me. Big words always scare me." "If I had just heard the title of the show, I would have switched the channel." "I wouldn't watch it if I read 'TCR' in the TV Guide." "It's a grown-up name." "Too scientific." One group of 28 predominantly Hispanic-American high achieving students was asked for the title immediately after screening. Only a single student recalled it.

These are some comments on the working title of the series. While virtually all groups criticized "TCR" as a program name, in varying degrees, few managed to come up with satisfactory alternatives. The following were some of the suggestions:

"Together We Could Make It Happen"
"That's Together"
"The Railroad Station"
"Getting Together"
"Togetherness"
"Help"
"Come Together"
"For Students Only"

The "together" titles were most frequently nominated.

Adult Viewers: Some Opinions. A number of school administrators previewed "TCR '77" before participating in the pilot screening. Teachers also often sat in on the screening with their students. As a result, there is a small pool of gratuitous opinions and advice from knowledgeable school people, who are usually committed to make integrated public education work. All were agreed that the purpose for producing a television series on desegregation is laudable, and that there is genuine need for such media materials. Indeed, a number of principals have already requested the series for their schools. Teachers have made plans for new or improved courses in sociology or human relations using the series as starting points for classroom discussions and group projects for the next academic year. They were sorely disappointed by the projected production schedule.

There were also kudos for the student written scripts and student performers. Several minority administrators and teachers were especially taken with the Charley Brown sequence. However, almost everyone agreed that the pilot program was much too long, and that the wraparound and documentary segments could be edited with good effect. They felt that less able students, with short attention spans, can not sit still so long or process so much information at one sitting. Furthermore, they hope to have the series available for classroom instruction as well as for public consumption through PBS, and they pointed out very practically that most high school classes run 40 to 45 minutes, so that a 30 to 35 minute production would be most suitable for their own needs. The educators also hope to have stimulating support materials such as discussion guides and bibliographies packaged along with the films.

One short scene, the brief dance of a black girl and white boy during the Memphis East pep rally, was questioned by a number of southern administrators. "That's the kind of thing that some of our parents will raise cain about when some kid spills the beans!" said one particularly disturbed administrator.

What the Viewers Did: Findings Based on Observation Data

Distractor Analysis. This technique for assessing audience attentiveness, was undertaken on two occasions. First, the three pilot segments from Memphis; Portland, Oregon; and San Francisco were shown to several classes of suburban high school students. These preliminary findings were reported to the WTTW production team, and included in the interim evaluation report submitted by ETS on June 6, 1975. A few low attention spots, identified through the distractor analysis, were edited further before inclusion in the pilot film.

The distractor analysis of the completed pilot film, "TCR '77," was done with an audience of 112 high school students in an urban magnet school. A summary of the details of the two distractor analyses conducted by ETS appears below:

1.	Film Version Shown:	Three Pilot Segments (Memphis, Portland, and San Francisco)	Final Pilot Version. "TCR '77"
2.	Viewing Sites:	New Trier High School Winnetka, IL.	Central High School Minneapolis, MN.
3.	Dates of Viewing:	May 13, 1975	June 3, 4, 5, 6, 1975
4.	No. of Viewing Groups:	3	8
5.	Subjects:		
	White	35	64
	Black	2	48
	Total	37	112
6.	Grade Levels:	11, 12	9-12

Phase I Distractor Analysis was presented in the interim report of June 6, 1975. Figure 1 on the following pages shows the results of the second distractor analysis of the entire pilot film. Sustained high interest, indicated by over 80 percent attentive, was observed in the introduction scene during which the students in the wraparound group speculated about the meaning of "TCR."

Memphis: *Memphis East High School and Alternative Schools.* This episode held the attention of between 60 to 80 percent of the viewers most of the time. Peak attention levels were observed for the school hallway scene and the pep rally. Since the important information about alternative schools appeared in the relatively low attention-holding parts, second thoughts may be needed about the actual amount of content and interest-holding footage to be juxtaposed within any one episode. Furthermore, the questionnaire responses indicated relatively low proportions of the audience comprehended the detailed information about the alternative schools. The problem may be in scripting and editing strategies rather than limitations in audience comprehension.

Portland: *Stereotyping.* This episode, which was only 5 minutes and 27 seconds in length, succeeded in holding the attention of between 80 and 100 percent of the audience throughout. The brief moments of less than 80 percent attention were connected to soliloquy statements by the teacher, which were meant to be aversive to students. For example, "Let's have it quiet in here!" was associated with the audience turning away from the screen momentarily. It was, however, probably eliciting the intended audience response. Long-term memory of the segment, discussed earlier, was good.

San Francisco: *Chinatown and Galileo High School.* Audience attention was sustained at 80 to 100 percent of the viewers with the exception of long dialogues. The Levy interview was uniform in holding

Figure 1

"TCR '77" PILOT FILM DISTRACTOR ANALYSIS

Phase Two

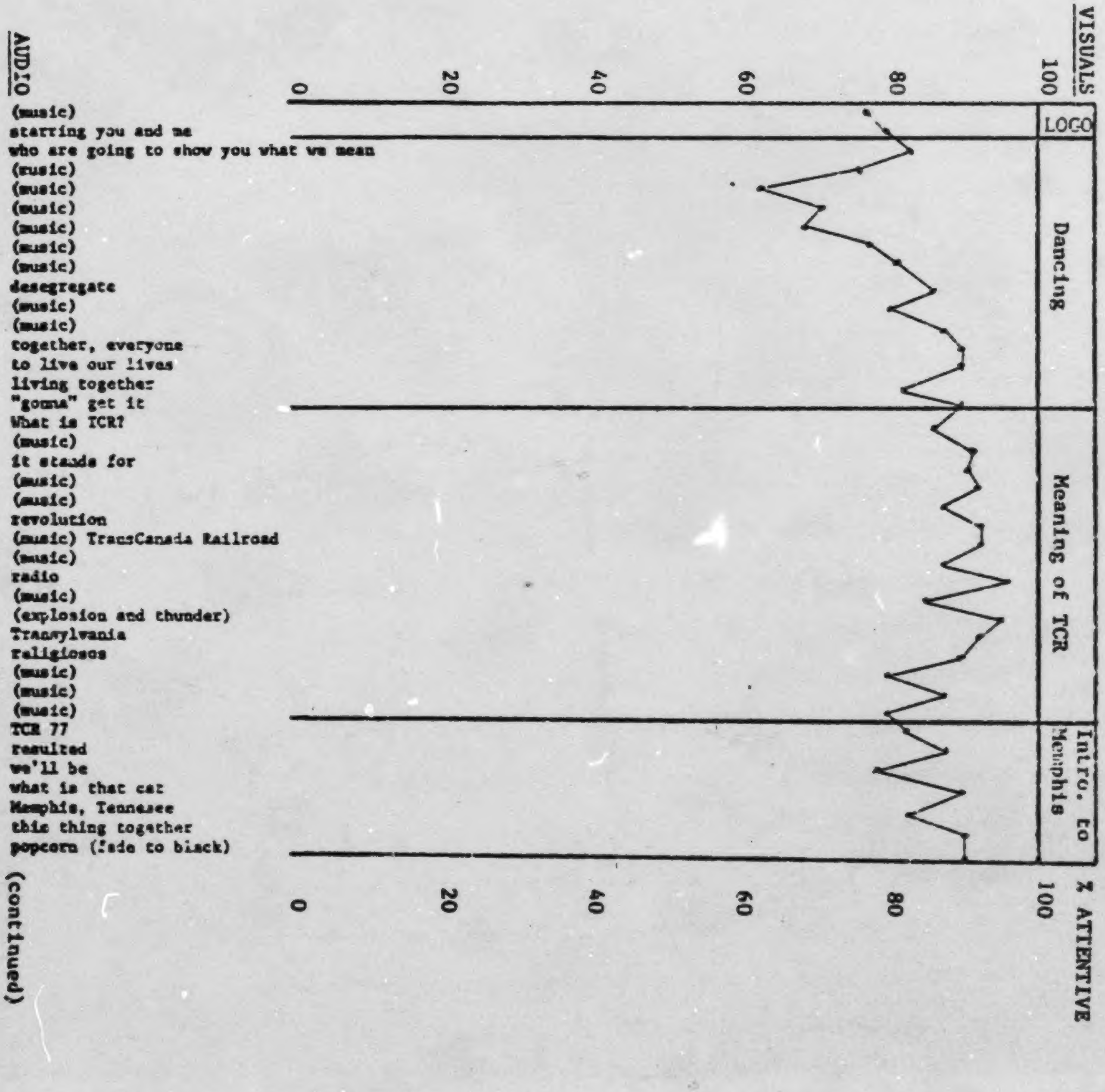


Figure 1-continued

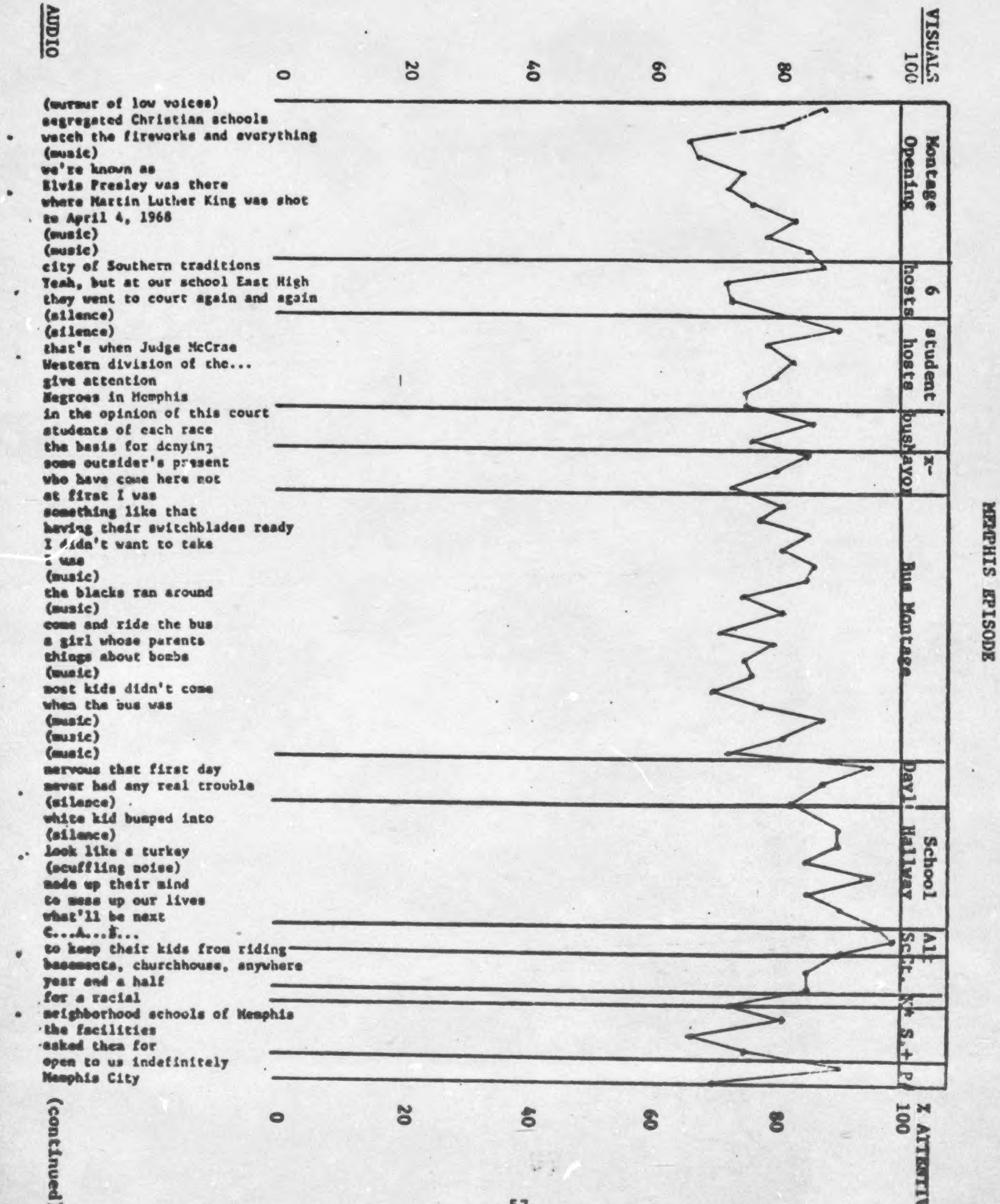
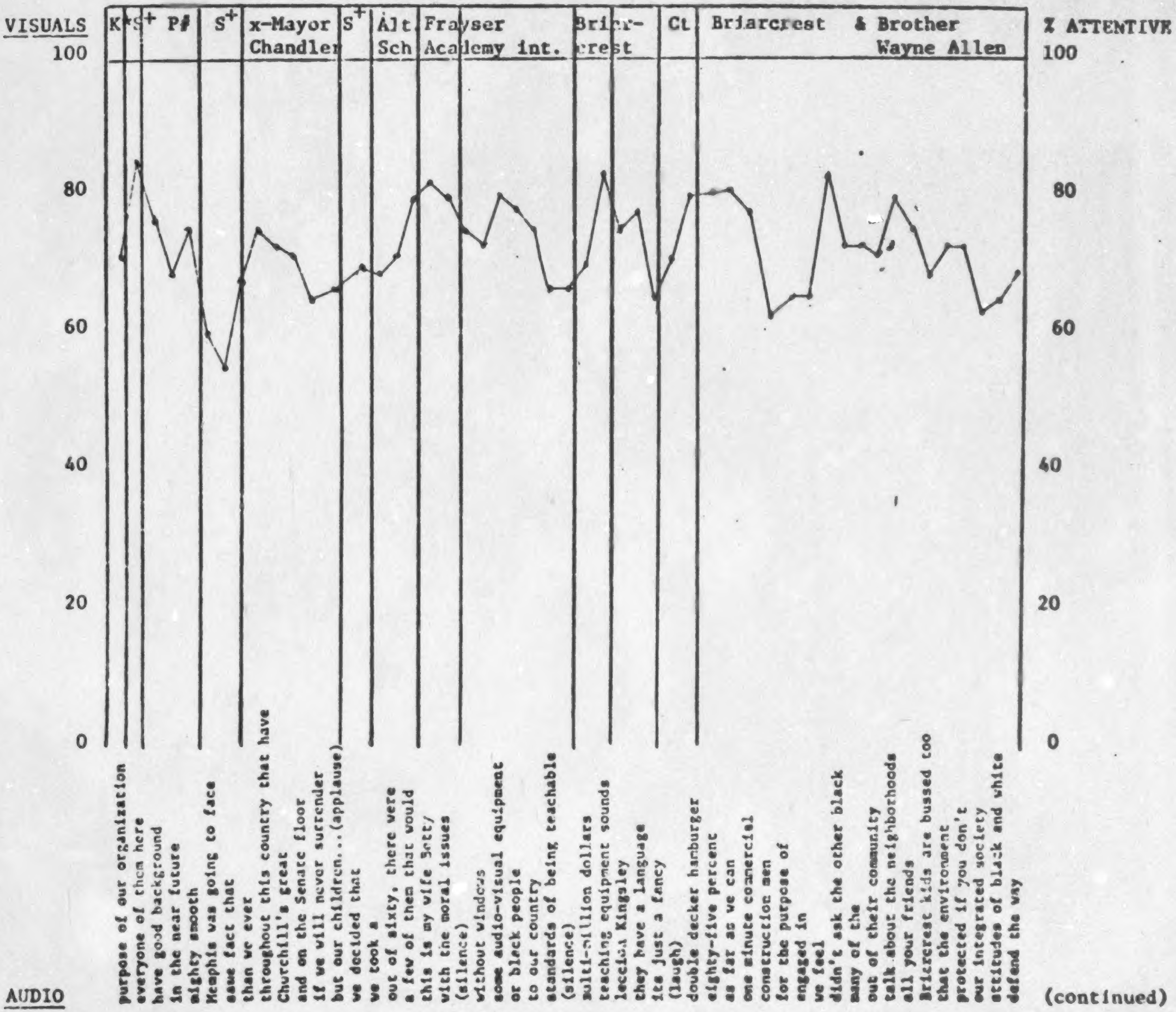


Figure 1-continued

MEMPHIS EPISODE - (continued)



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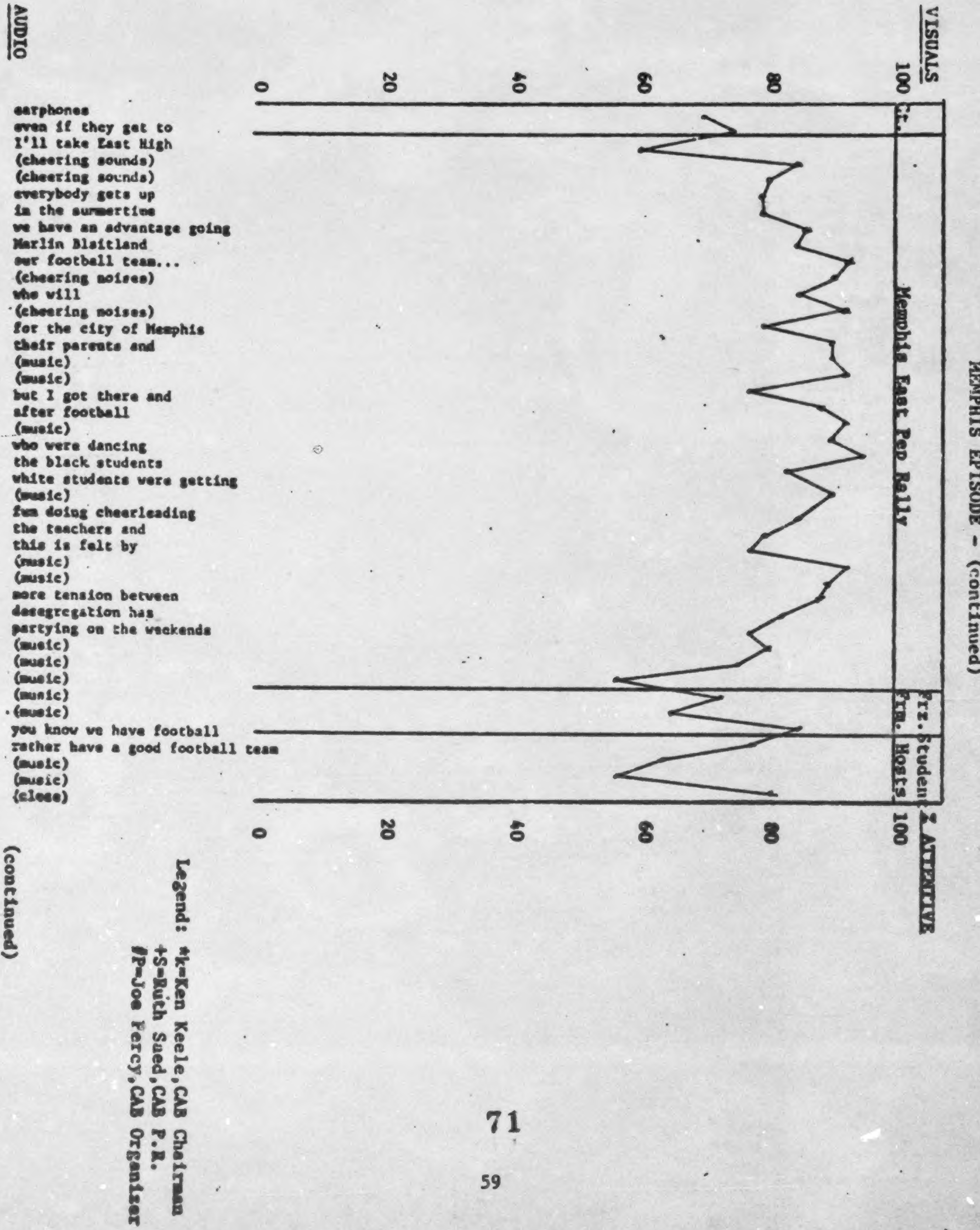
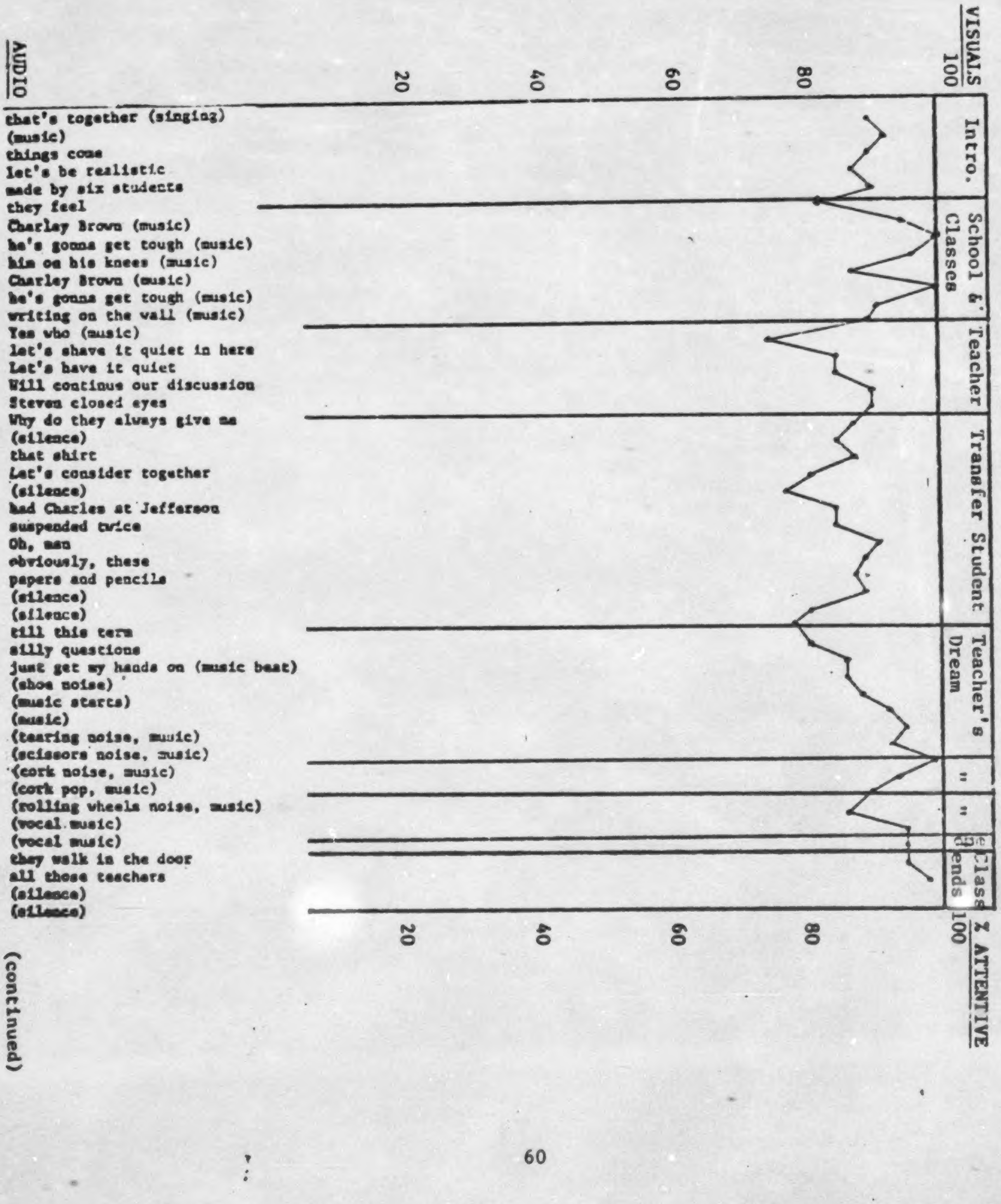


Legend: *K=Ken Keele,CAB Chairman
+S=Ruth Saed,CAB P.R.
#P=Joe Percy,CAB Organizer

(continued)

Figure 1-continued



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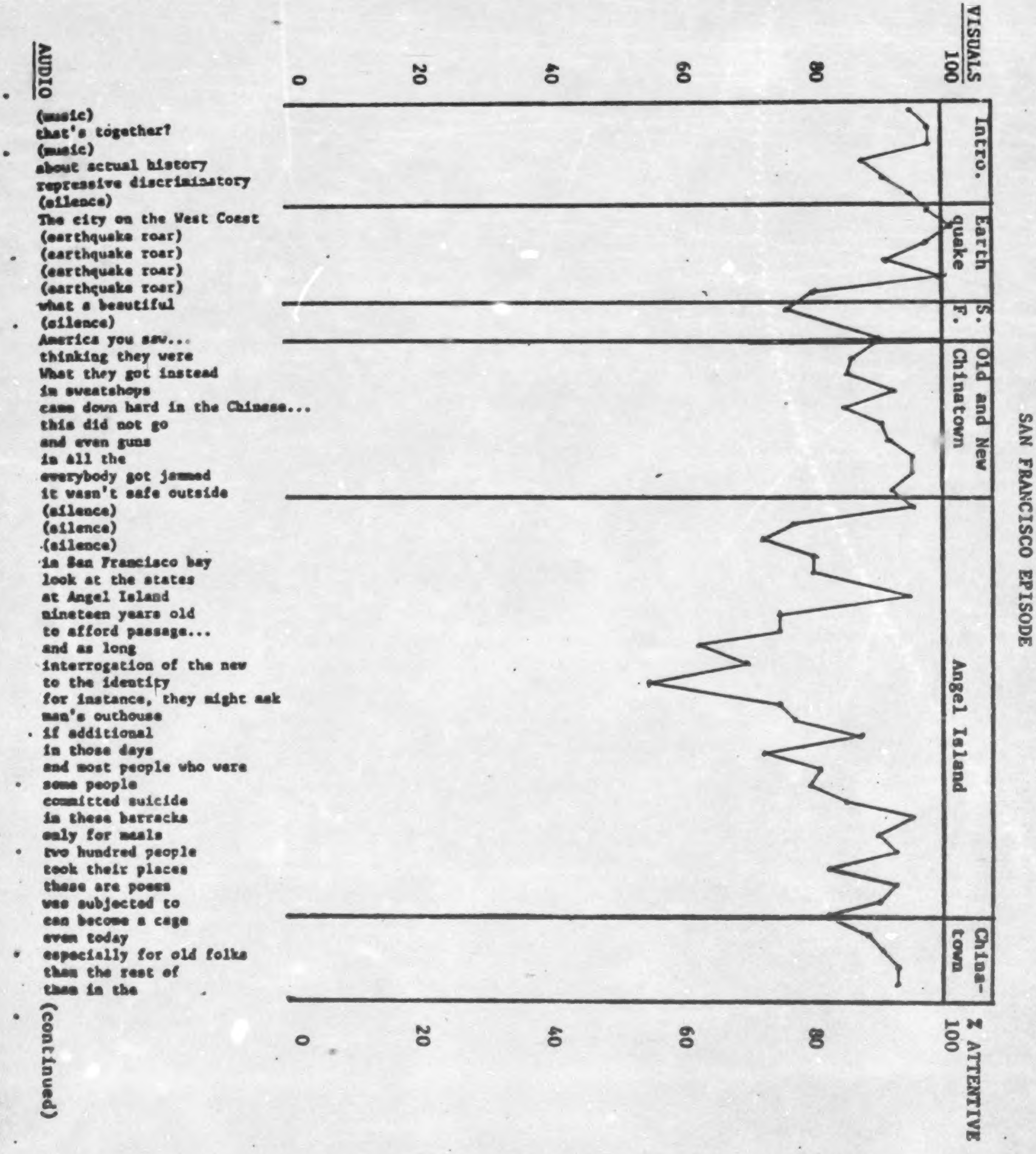

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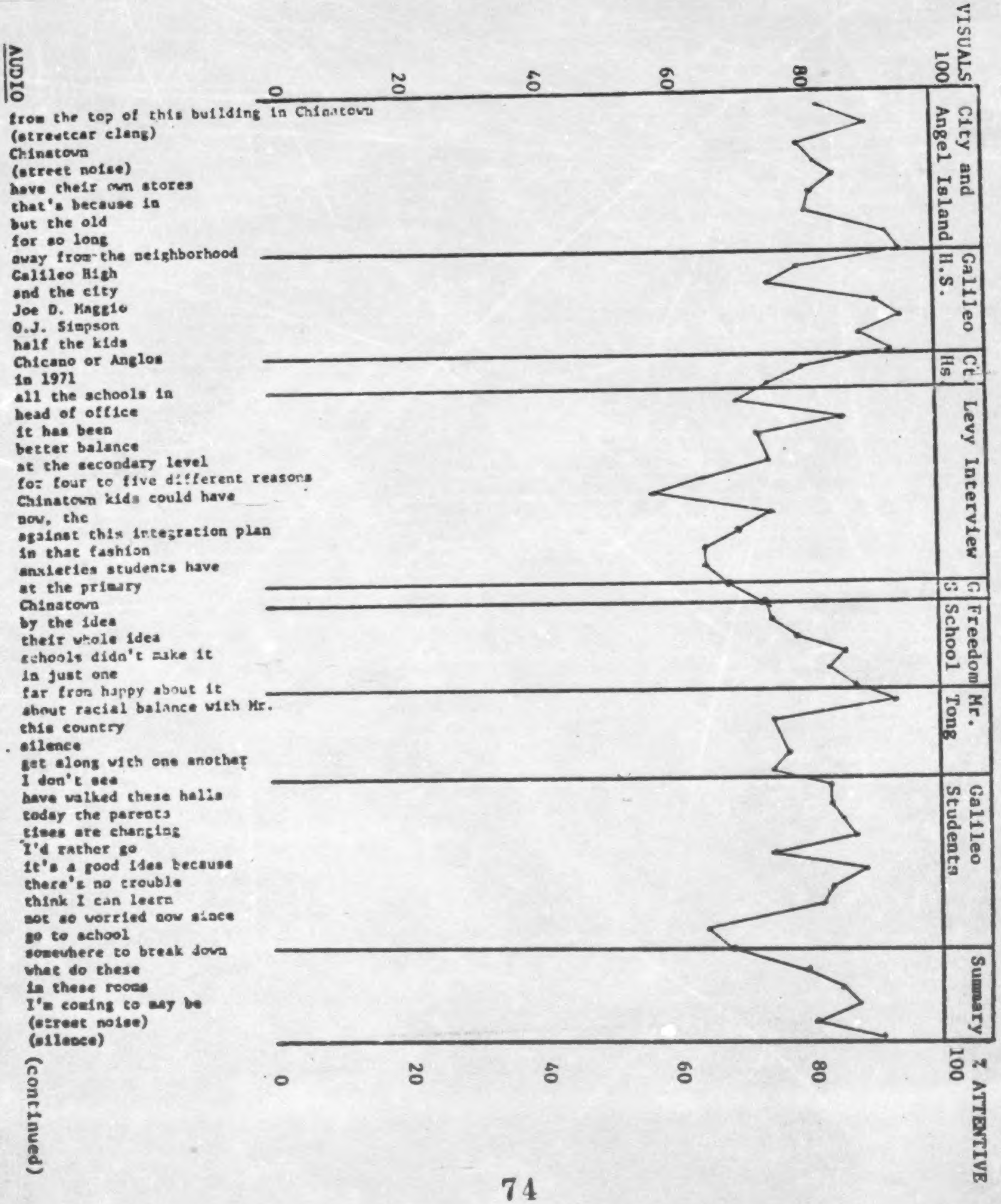

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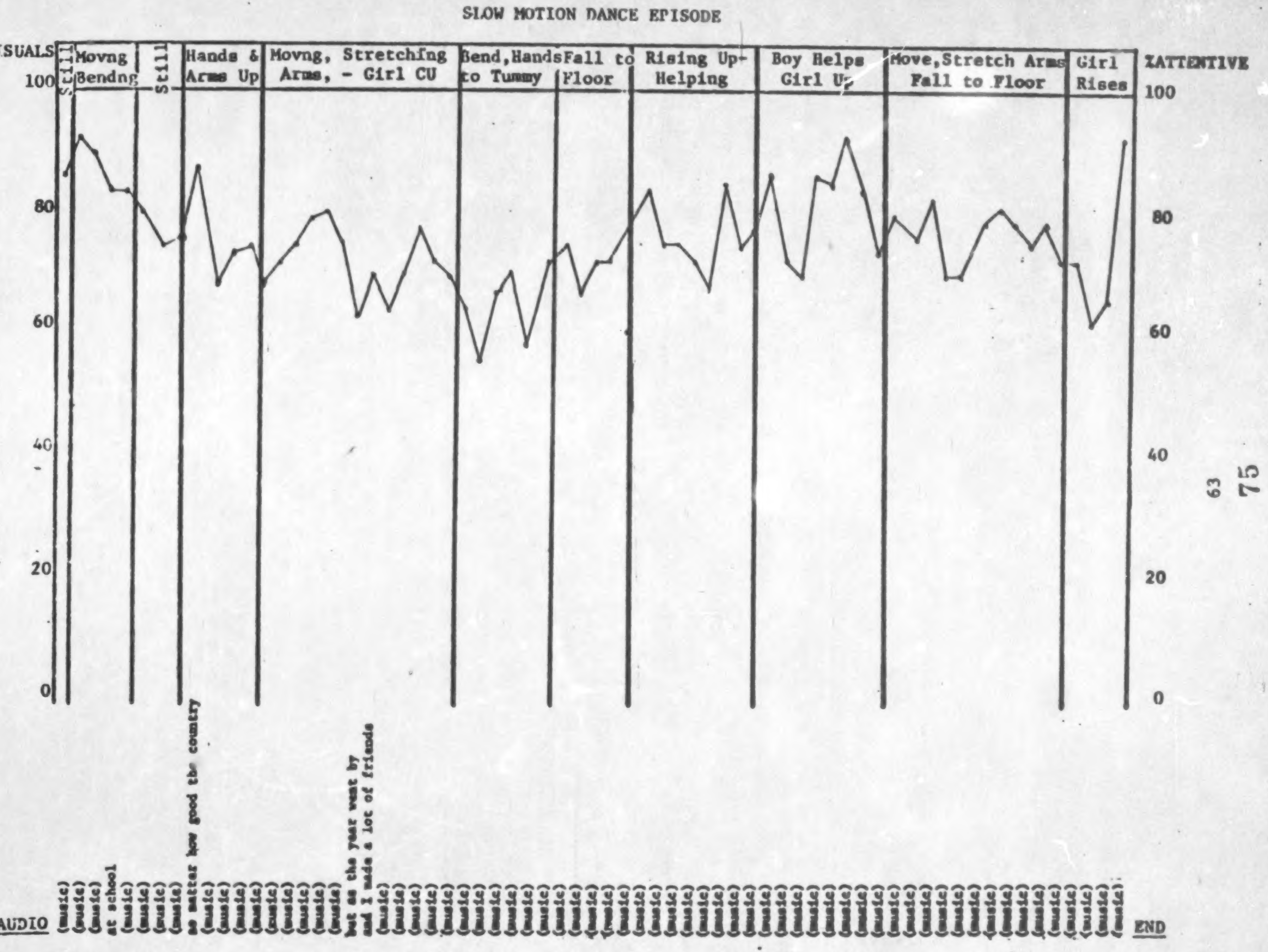
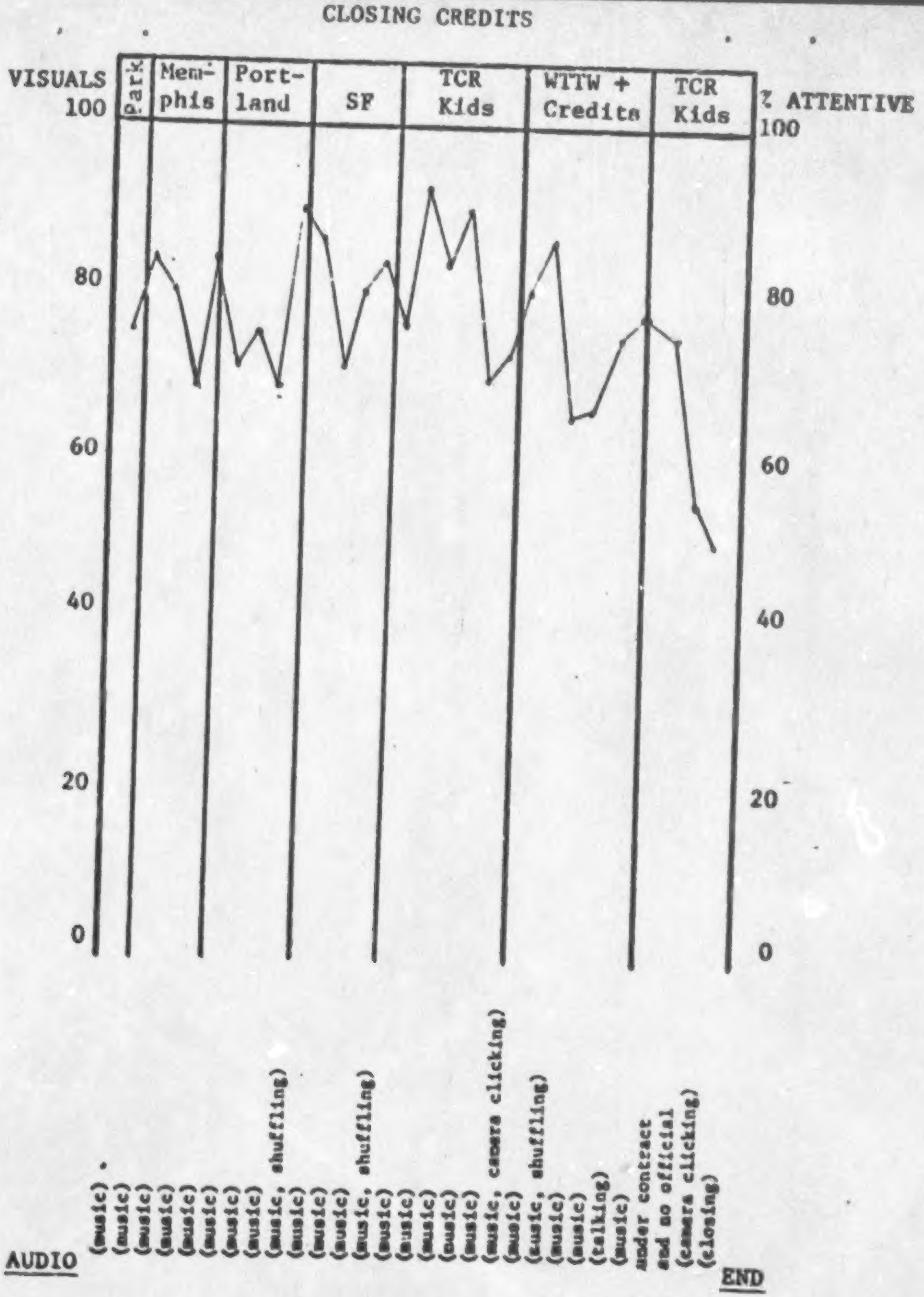


Figure 1-continued



60 - 80 percent of the audience, while attention during the Angel Island episode flagged below 80 percent at midpoint. Like the Memphis episode, it was the information-giving sections which were associated with loss of audience attention. But a relatively high proportion of the audience was able to answer content questions correctly, which was probably related to the clarity of information presentation in the segment.

A comparison of the patterns of attention for the three episodes during distractor analysis 1 and 2 shows that while the profiles were very similar, attention level during the first distractor analysis was less stable, and generally lower. Several factors might account for the observed differences in attention levels between the two groups:

1. While every effort was made to duplicate viewing conditions, minor differences in the size and shape of the rooms, as well as differences in light intensity, could have led to observed variations in attentiveness.
2. The editing of the episodes after the first distractor analysis may have eliminated observed troughs, so that the second distractor analysis would be expected to have fewer low points than the first analysis.
3. The full scale pilot with its up-beat music, dancing, and spirited teenagers in the wraparound may have been more entertaining to student viewers and held their attention better than did the three pilot segments.
4. Tripling the audience size for the full scaled distractor analysis may have been associated with more stable observations.
5. The relative inattentiveness of the New Trier students was explained by their video specialist. He pointed out that New Trier is sophisticated in the use of multi media teaching materials. The students are constantly exposed

> to films and other technical devices, and have become relatively blase about films. A movie is still a treat in an inner city high school such as Central.

The observed relative lack of attention in the first distractor analysis was not associated with decreased assimilation of new information. Discussions held with each group of viewers showed that the suburban, academic oriented New Trier students had retained more film information than the seemingly more attentive inner city audience. Furthermore, the New Trier students tended to regard the film as instructional material, while the Central students tended to view it primarily as entertainment.

Pilot Viewing Group Observation Record. How did the student viewers, over twelve hundred teenagers, behave during the hour-long pilot screenings? Attentively and quite appropriately, on the whole, according to observational data recorded on 42 groups at 26 sites by regional coordinators and summarized in Table 5.

Observation and recording of group behavior was undertaken during each screening, since it was not possible to look at so many viewers individually. A *Pilot Viewing Group Observation Record* was completed for each viewing group by the ETS regional coordinators. Their comments made it clear that not all audiences behaved in the same way. In general, alienated, low achieving groups with relatively short attention span appeared to have been more inattentive with bored or inappropriate responses. High achieving groups such as Upward Bound students appeared to have been more attentive and enthusiastic, although their comments during post viewing discussions indicated that they

TABLE 5

GENERAL BEHAVIOR OF 42 STUDENT VIEWING GROUPS DURING SCREENING:* PERCENT OF GROUPS FALLING INTO EACH BEHAVIOR CATEGORY FOR THREE PILOT SEGMENTS AND WRAPAROUND

Student Behavior:	Enthusiastic	Attentive; Appropriate Emotions	Bored; Inattentive	Restless	Inappropriate Emotions; Derisive
Film Segment:					
Wraparound	33%	55%	4%	8%	—
Memphis East H. S.	19%	63%	13%	5%	—
Portland: Stereotyping	67%	27%	—	4%	2%
San Francisco: Chinatown & Galileo H. S.	8%	70%	8%	14%	—

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*Based on Pilot Viewing Group Observation Record.

were critical in their attention. Indeed, they were capable of contributing many cogent and helpful comments.

The general patterns of behavior during the wraparound and the three segments did vary somewhat. The wraparound was received with enthusiasm or attention by 88 percent of the groups. Additional comments by the observers indicated that favorable behavior was observed in the beginning of the wraparound footage, while restlessness and boredom were shown during the long slow dance sequence and the screen credits toward the end of the wraparound.

Memphis East High School's segment on alternative schools was viewed with attention or enthusiasm by 82 percent of the groups; only 18 percent of the groups, located in all regions, showed restless or inattentive behavior. In this episode, written comments indicated that the long speeches by adults elicited boredom, while the pep rally livened up the audience groups.

By far, the greatest number of enthusiastic groups was recorded for the Portland segment on stereotyping: 67 percent were enthusiastic, and 27 percent attentive throughout. It was also observed that general excitement was occasionally associated with inappropriate and derisive behavior.

The San Francisco segment on Chinatown and Galileo High School was viewed with attention and enthusiasm by 78 percent of the groups. It should be noted that this segment elicited the highest proportion of attentive and appropriate audience behavior, even though almost a quarter of the groups became bored and restless at times. The western audiences were generally attentive, since most have had some experience with Asian-American schoolmates, and felt the segment had relevance to their lives. The audiences which indicated less empathy for the segment were low achieving students and those located in the east and southwest.

On the whole, from three-fourths to more than nine-tenths of the audience groups were reported to have been enthusiastic or attentive during the pilot viewings. It was among these interested audience groups that the most satisfactory and insightful group discussions were held. Inattentive, bored groups seldom had much to say about why they failed to be interested by the pilot film.

Q-sort: Teen Age Viewing Preferences

Results of the Q-sort administrations to 17 students in two Minneapolis high schools are presented in Table 6. Findings indicated that high school students reported catholic tastes in television programs. Documentaries and dramatic presentations dealing with interpersonal relations and school desegregation were preferred choices and considered to be likely sources of information. Talk shows were viewed as being relatively informative, but not interesting. Comedies were preferred but not judged to be informative. These findings are congruent with market research data on viewing preferences of adolescents in general as well as those of minority teenagers.

Table 7 presents the number of responses to each of the synopses of the ten WTTW-related script ideas as rated by students. It can be observed that the San Francisco segment summary elicited the highest number of "learn most" responses, while "Rock Concert" received the highest number of "most preferred" responses.

Table 6

NUMBER OF RESPONSES TO Q-SORT CLASSIFIED BY FORMAT AND ISSUE

	Preference		Learning	
Format:	Most	Least	Most	Least
Documentary	57	63	84	31
Drama-Talk	79	84	49	61
Drama-Action	35	28	26	32
Comedy	48	33	12	49
Musical	37	38	15	37
Talk Show	34	51	50	26
Issues:				
Interpersonal relations	48	54	28	46
School	75	85	56	63
Future Plans	35	29	26	25
Cultural Pluralism	87	79	67	71
Social/Political	45	50	59	31

Table 7

NUMBER OF RESPONSES TO Q-SORT SYNOPSES RELATED TO WTTW SCRIPT IDEAS

Title and Description	Preferred		Learning	
	Most	Least	Most	Least
ROCK CONCERT (Scenario Idea-Musical Format; Future plans)	11	3	2	6
THE FIGHT (Scenario Idea-Drama/Action; Interracial fighting)	7	4	3	4
LAND OF THE FREE (San Francisco Documentary; Chinese history)	6	4	10	1
DROP OUTS (South Dakota Documentary; Problems of Native Americans)	6	5	5	4
THE PRO (Scenario Idea-Drama/Action; Future plans)	6	4	3	5
PEP RALLY (Scenario Idea-Drama/Action; School sports)	5	2	3	4
DATING (Portland Documentary; Interracial dating)	5	4	4	2
THE WAY IT CAN BE (Scenario Idea-Talk Show; School desegregation)	5	3	5	3
SCHOOL DAYS (Memphis Documentary; School desegregation)	3	2	3	3
SUPPORT OR DEPORT (Scenario Idea-Drama/Action; Alien American students)	1	1	4	3

Viewer Responses in Relation to Project Goals

From the observed viewers' written and oral responses, as well as their behavior, it can be concluded that the following WTTW-ESAA project goals have been fully or partially fulfilled with this pilot program.

Goal 1. *To have high school students express their views about race and prejudice to other high school students.*

How attained? Memphis, Portland, San Francisco and core group students expressed their views.

2. *To show mixed racial/ethnic teams working together to define their problems.*

How attained? Memphis, San Francisco and core group students were seen working together.

6. *To help viewers identify the origin of feelings of conflict in high schools.*

How attained? Each pilot segment dealt with a specific origin of feelings of conflict.

7. *To show the symptoms and origins of some conflicts.*

How attained? Each pilot segment treated symptoms and origins of conflicts.

8. *To show ways of coping with conflict.*

How attained? Memphis and San Francisco dealt with coping strategies.

10. *To show teens that they are not powerless.*

How attained? Teen viewers were impressed by the power of the co-producer teams to create an episode.

Goal 11. *To show teens what can be accomplished through interpersonal/interracial relations.*

How attained? Student viewers were particularly impressed by the accomplishment of multi-ethnic co-producer teams.

12. *To encourage teenagers to want to know more about each other.*

How attained? Many student viewers asked for more programs about how other teens live.

13. *To show that "the more you find out about people, the more you will find ways in which they are similar."*

How attained? "Stereotyping," in particular, struck a common core among students of all regions. "Memphis East" was also successful in evoking empathy.

14. *To demonstrate that commonality of feeling and opinion does cross racial/ethnic lines.*

How attained? Responses to the *Student Viewer Survey* indicated many commonalities of feelings and opinions across racial/ethnic lines.

15. *To encourage teens to identify with each other as teens, rather than along racial/ethnic lines.*

How attained? The overwhelming majority of responses to questions on this issue for each pilot segment were positive.

16. *To encourage teens' curiosity about one another.*

How attained? Teen viewers requested more programs about other teens.

Goal 18. *To teach participating teens how to use TV as a means of expression.*

How attained? Co-producer team members reported that they gained the most knowledge in this area.

19. *To give participating teens a sense of "team-ness" with other teens of dissimilar backgrounds.*

How attained? This goal was confirmed by responses to the *Student Co-Producer Questionnaire.*

23. *To provide televised role models.*

How attained? Models in the pilot program included core group members, student co-producers and adults.

Implications of the Findings for Future Programming

Taken as a whole, the data from different groups of students, collected by means of Q-sorts, written and oral responses or through systematic observation, all indicate that a series on the crisis and tensions associated with desegregation would be welcomed by most teenaged viewers. Such a series is seen to be genuinely needed by school administrators and teachers. American teenagers are by no means a homogeneous group, so that so single program can be expected to please all tastes. However, it would be entirely feasible to produce a television series, on tension and crisis reduction among teenagers, which could offer something for almost everyone.

The over twelve hundred pilot program viewers would like to see magazine format as well as in-depth treatment programs in the future. They showed more interest in and remembered better those episodes which dealt with interpersonal relations and feelings, rather than factual details about desegregation. Many of them would like to see how other teens live at home and deal with their parents and families. They would also like to learn more about peer relations and student-adult relations in and out of school. They are concerned with finding ways to reduce conflicts relating to cultural differences and desegregated schooling, and felt the need for more specified solutions than those offered so far in the pilot program. Each ethnic group, of course, would like to see more shows about their own lives and problems.

The amount of information assimilated by the pilot viewers was influenced by modes and rate of presentation. Close attention during screening, as shown by high levels of eye focusing in distractor analysis, was not always associated with higher degrees of comprehension. For example, the footage devoted to the meaning of "TCR" was closely watched by 80 - 90 percent of the distractor analysis audience for the ten minutes duration. Post-screening discussions, however, found that so many plausible explanations were given; and the real meaning was given so quietly, that the substantial proportion of the viewers failed to grasp the "real" meaning of "TCR."

In some instances, lack of comprehension was associated with relatively low audience attention levels. Voiceovers and monologues by adults in the Memphis episode was attended by about 50 to 80 percent of the viewers. A questionnaire item based on these scenes was answered correctly by less than a quarter of the audience. Research on children's comprehension of informational television has shown that children demonstrated poor comprehension of factual statements without associated visual cues, of rapidly presented verbal and visual "asides," and of elements presented in visual or auditory modality alone (Friedlander, 1974). This explanation for failure to comprehend may be applicable to certain scenes in "TCR." It will be important to present information in digestible bits, and through more than one sensory modality simultaneously. For example, the rise and decline of alternative schools might be accompanied visually by a cartoon or by miniature school houses appearing and disappearing on a relief map of Memphis, if that informational content is considered important. Greater attention by professionals to the programming of informational content, as provided by co-producer teams, can contribute to improved comprehension.

The length and pacing of the pilot production raised some questions. About half of the viewers, and proportionately more white students (about 60 percent), would like to see the series produced as twice as many half-hour shows. There was restlessness during slow-moving footage, especially among less academically oriented students with low attention spans. Judicious mixing of relatively slow footage with peppy episodes will be important to retaining audience attention. At the same time, tempo suited to urban and suburban viewers may not be equally acceptable to rural and small town viewers. Some future episodes relevant to rural and small town viewers might be paced differently for acceptance by these target groups.

The responses of a small number of southern students and adults to the interracial dance scene in "Memphis East" may have implications for future programming. It was observed that substantial numbers of student viewers expressed interest in programs about controversial subjects such as interracial dating. The decision to deal with such subject matters as a program segment or an entire show will rest with WTTW producers and the National Advisory Council. It may also be well for the decision makers to consider, as a separate issue, the timing and quantity of minor scenes in the series which may become the source of unexpected contention. Perhaps a plan could be developed to include potentially controversial scenes very gradually in the series to accustom viewers to such material.

Comments by students about their desire to see a film series like "TCR" in their classrooms, as well as requests from staff and administration in the cooperating schools, indicated that there is a sizeable potential audience among public schools in the nation. In addition to broadcasting the series on a national scale, packaging it as a 16 mm. film series with accompanying instructional materials might be given serious consideration. There are over 14 million public high school students in more than 25 thousand schools. This constitutes an important target audience which could be reached by the dual paths of public broadcasting and educational film distribution.

The single, most exciting feature of the pilot for all students resided in the fact that the film was written and produced by teenagers like themselves. The pilot viewers were very pleased and impressed by the professional sheen of the pilot production. Of course, there were sour grapes comments, especially among students in schools with strong audio-visual departments. They felt that they could do just as good a job, and deserved to be invited to participate too. This jealousy might be capitalized upon at a later date for promotional purposes.

Summary

During Phase One and Two of the formative evaluation project, data were collected from a variety of sources. Information from student co-production teams, local coordinators, student pilot program viewers, and content analysis of the pilot script, when taken together, indicated that substantial numbers of the original WTTW-ESAA television project goals have been fully or partially fulfilled by the single pilot program, "TCR '77."

Pilot student co-producers from different racial/ethnic groups have learned to work effectively together with each other and with their adult local coordinators. They reported that they have gained much knowledge about and skills in script writing and television production. The finished pilot program, based on three student scripts, was shown to 1,241 high school students across the nation. They were black and white, Asian-American, Hispanic-American and Native American, and lived in cities, suburbs, small towns and rural areas in every region of the nation. It was found that students who saw the pilot film knew more about and expressed more favorable attitudes toward desegregation than their control group classmates who had not seen the film.

The student viewers enjoyed the pilot film for what it was -- a unique concept of high school student teams and professional TV production teams working in close cooperation to put student ideas on film for a national audience. There were differences among groups in their reception of various aspects of the pilot film. Generally, black students were most favorable in their ratings, and girls were more generous in their ratings than boys. Highly motivated student groups were more enthusiastic than alienated teenagers. The storylines and visuals were generally rated highly, but the sound track, pacing and tempo, and other relatively minor aspects of the pilot were more frequently perceived as fair or needing to improve. Six out of ten white students would like the film shorter, perhaps half an hour in length. The minority students were more willing to have a series of hour-long films. An overwhelming majority of the pilot program viewers felt that such a series would be welcomed in their schools, and they came up with many suggestions for future scripts and alternative series titles.

In addition to the students, adult staff and administrators at the cooperating sites saw "TCR '77." The educators were generally enthusiastic about the educational potential of the projected series. They recommended that the series not only be televised, but that plans be made to disseminate the series as a 16 mm. film curricular package for school districts planning or implementing desegregation, with the target audiences being teachers' in-service groups, parent and community groups, as well as students.

Section 4

CONCLUSIONS AND RECOMMENDATIONS

This section lists the major conclusions of the formative evaluation project followed by recommendations corresponding to each of the conclusions.

Conclusions

1. Over 1,200 pilot program student viewers said they enjoyed "TCR '77," and most would be interested in seeing a series like the pilot program.
2. Substantial members of the WTTW-ESAA television projects goals and objectives have been fully or partially fulfilled through the production of the pilot program.
3. High school students were observed to express more positive attitudes about attending desegregated schools after viewing "TCR '77."
4. Teenaged high school students did learn new information about the process of desegregation through watching the pilot program.
5. High school students tended to remember general feelings, and favorite or most disliked characters, better than factual information from "TCR '77."
6. High school students expressed more interest in seeing pictures of teenagers, and paid more attention to the statements made by teenagers, than to those made by adults.
7. There were some differences in taste among the high school students when they were classified by racial/ethnic group membership, sex, region and type of community they lived in. What pleased one group did not necessarily appeal to another quite as much.

8. Everyone agreed that the notion of a television series, on problems faced by teenagers, produced in cooperation with high school students, was a super one.

9. School people: superintendents, principals, human relations specialists and teachers all agreed that the series will genuinely address an unmet need in the nation's public schools.

10. Student viewers offered some criticisms of the pilot program. These included shortcomings in timing and pacing, length of show, quality of sound track, and the failure to be more definitive in addressing specific issues raised by the three episodes and offering practical solutions to each of them.

Recommendations

1. *There is no question that the series would find a ready audience.* Virtually all the high school viewers, except for malcontents and alienated teenagers, liked the film and said they would enjoy watching such a series. Serious consideration will need to be given to future programming and such broadcasting details as time slots, since teenagers will probably not give up their favorite commercial television in order to see an "educational" series on PBS. In addition, a majority of white students, and viewers who lived in the east, expressed preference for a half-hour show rather than the hour long pilot program. If white students are considered a primary target population, then serious consideration should be given to shortening the duration of individual programs within the series.

2. *Consider unmet goals in planning the series.* Substantial numbers of the original WTTW-ESAA television project goals have been met in the process of producing the pilot program. In planning for the rest of the series, attention will need to be paid to goals which have not been dealt with effectively so far. For example, objectives relating to parents and communities have not been addressed by "TCR '77." Most important,

student viewers expressed the need for more realistic solutions and recommendations for things teenagers can do to improve interpersonal relations in and out of school.

3. *Provide continuous positive reinforcement for desegregated schooling.* Since the formative study showed that teen-expressed attitudes were changed after viewing the pilot, continuous reinforcement of such attitudes in the series can be expected to make a difference. However, the relative sophistication of high school audiences would call for a soft sell rather than a hard line propagandistic approach. "Telling it like it is..." was much preferred over "goody goody, sugar-coated" versions of problems associated with human relations in high schools.

4. *Important information should be presented simply and clearly.* If specific facts and concepts are considered important by student co-producers, the latter will benefit from strong professional support in getting these ideas across on film. Information should be presented clearly in an unambiguous manner, with no conflicting cues between visuals and sound track. A multi-media combination of pictorial, auditory and written information insures best chances for learning.

5. *Pay attention to people and feelings rather than things, facts and figures.* Everyone can understand affective content in his or her own fashion, but not all teens liked or learned "educational" material. Close-up shots, strong characters, and people in numbers limited enough to permit audience identification, will get feeling across more effectively than diffuse characterization by too many people on screen. The intuitive grasp of numbers is no more than five or six. More than that number on the screen at one time is a crowd scene.

6. *Put the most important messages in the mouths of the young.* Attention flagged when adults spoke for too long, while even poor diction and dull dialogue by teens were well tolerated by the pilot viewers. Early identification of each teenaged character, and repeated exposure in a series, will foster empathy and loyalty in potential target audience members.

7. *You can please all of the teens sometime, and some of the teens all the time by creative programming.* Music, dancing and comedy in short doses will be enjoyed by all but the most alienated high school students. But differences in taste among groups will mean that many important episodes will probably make some kids happy, while others may be bored. Yet, an effort must be made, through imaginative program planning, to have something for most people in each single program and something for everyone in the series.

   It will be necessary to decide which particular target groups are considered primary, and these groups should be addressed in each program of the series. Secondary target audiences can then be addressed periodically, without neglecting any potential audience altogether. Among all groups, preferences in television format were as follows in descending order: comedies, action drama, drama/soap opera, musicals, and documentaries. Since documentaries appear so far to be the modal choice of co-production teams, it will be important to leaven them with elements of humor and action.

8. *Let the core group be of a workable size and composition.* Although the pilot program wraparound was well received by viewers everywhere, there were so many core group members that audiences had difficulty remembering anyone special. A smaller number of strong personalities, with good diction, and with whom teenaged viewers could empathize immediately, will insure that their messages will be understood and assimilated. The co-producer teams are already of a workable size, but future programs should emphasize each one's individuality

as well as their talent for working together as a team, so that audiences can identify with them selectively.

9. *Consider a 16mm educational film series packaged with appropriate in-service and curricular materials for national distribution through schools.* In addition to broadcasting nationally through PBS, it may be possible to reach a potentially larger audience through sales or rentals to the public high schools across the nation. A series and support materials which could constitute an entire course in sociology, or human relations, would be well received by many schools.

10. *Some suggestions for change:*

    A change of title. About a third of the respondents definitely felt that the title "TCR" should be changed. During group discussions by students selected for articulateness by their teachers, the title came frequently under attack as being "too hard," "too grownup," and "too scientific." While it is possible to retain the "TCR" title, a substantial promotional effort should then be planned in order to transform it into a household word.

    Pay more attention to sound, pace and tempo. Relatively more sophisticated teens, who lives in cities and suburbs, on the east and west coast, like the action fast and furious, and a very professional production. Rural and small town teens, especially those in the south, prefer a more leisurely pace. It will probably be necessary to provide both kinds of experiences within each program. Extremely slow moving scenes are generally not well accepted by anyone. Clarity of sound was important to all pilot program viewers.

    Emphasize more solutions. While the pilot program raised a number of provocative questions about problems associated with desegregated schools, there was a relatively paucity of solutions which viewers could apply to their own desegregation problems. Some student viewers' suggestions included a small group discussion after each episode on ways to defuse crises, or more attention to the solution of problems raised in each script. School administrators, and teachers requested accompanying teaching materials and discussion guides which would provide alternative solutions to specific problems.

11. *Keep school people in mind during pre-broadcast promotions.* Many students said they would be glad to watch the series as a school assignment. Teachers and administrators expressed interest in building courses around the series. It will be important to make certain that school people are aware of the series in good time so that they can, in turn, encourage their students to watch the series.

12. *Have a contest.* So many student viewers wanted to be a part of the projected series, that this desire could be turned to good effect via a promotional campaign. During the course of the opening program, an announcement can be made for a contest of short episodes about local school desegregation by any high school group in the United States. Entries could consist of scripts or preferably completed black and white short videotapes. The top winners would be awarded a production in color for the series. It would provide a forum for all high school groups, as well as stimulate viewer interest in future programs.

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APPENDIX A:

PHASE ONE INSTRUMENTATION

WTTW-ESAA TV PILOT PROGRAM EVALUATION

STUDENT CO-PRODUCER QUESTIONNAIRE

Dear Student Co-Producer:

You are a member of one of 20 student co-production teams across the country working with station WTTW-TV in Chicago to produce a series of television programs about school desegregation.

Educational Testing Service (ETS), a nonprofit organization devoted to educational research and measurement, has been contracted by WTTW-TV to serve as project evaluator. One of ETS's responsibilities is to follow the progress of the student co-production teams.

We are asking for your cooperation in completing the *Student Co-Producer Questionnaire*. Your answers are important in letting us know about your individual experiences as a member of a co-production team and the progress your team is making in reaching the project goals. Please feel free to be completely open in your responses. The information received from all student co-producers will be pooled and summarized. No individual answers will be reported and you do not need to identify yourself by name.

Directions: Read each question and follow directions carefully. Mark your answer by putting a circle around the number that best describes you and what you think.

Example: *Are you a male or a female? (Circle one.)*

1 = male
2 = female

If you are a boy, you would circle the number next to male; if you are a girl, you would circle the number next to female.

When you have completed the questionnaire place it in the envelope that has been given to you and seal it. Give the envelope to your supervisor who will return all questionnaires to ETS. Thank you for your cooperation.

FIRST, A FEW QUESTIONS ABOUT YOU...

1. *What grade are you in now? (Circle one.)*

   1 = 9th
   2 = 10th
   3 = 11th
   4 = 12th

2. *Are you a male or a female? (Circle one.)*

   1 = male
   2 = female

3. *How old to your nearest birthday are you? (Circle one.)*

   1 = 14 or under
   2 = 15
   3 = 16
   4 = 17
   5 = 18 or over

4. *Which of the following best describes you? (Circle one.)*

   1 = Black
   2 = Chicano
   3 = Chinese
   4 = Cuban
   5 = Filipino
   6 = Japanese
   7 = Native American/Indian
   8 = Puerto Rican
   9 = White
   0 = Other, please specify: ________________________

5. *How do you rate yourself in school ability compared to your classmates? (Circle one.)*

   1 = I am one of the best
   2 = I am above average
   3 = I am about average
   4 = I am below average
   5 = I am one of the poorest

NEXT, A FEW QUESTIONS ABOUT YOUR TEAM OF STUDENT CO-PRODUCERS...

6. *How many students are there on your team? (Circle one.)*

   5 = 5 or fewer
   6 = 6
   7 = 7
   8 = 8 or more

7. *Has your team been meeting regularly? (Circle one.)*

   1 = No, we're just getting started
   2 = Yes, for one month or less
   3 = Yes, for about two or three months
   4 = Yes, for over three months

8. *About how many hours each week does your team meet? (Circle one.)*

   5 = 5 hours or less
   6 = 6 hours
   7 = 7 hours
   8 = 8 hours
   9 = 9 or more hours

9. *How many of the team members regularly attend scheduled meetings? (Circle one.)*

   1 = All of us except for an occasional absence
   2 = Most of us except for one or two members who miss meetings often
   3 = About half of the team members attend regularly
   4 = Only one or two team members attend regularly

10. *The different student co-production teams across the country began working together at various times during the year. Each team is at a different stage of progress in preparing its scripts on desegregation. Please indicate how far your team has progressed. (Circle as many items as apply.)*

    1 = We have met with our coordinator and the WTTW team
    2 = We have explored the school, family and community issues relating to desegregation
    3 = We have studied materials for ideas about possible scripts
    4 = We have prepared autobiographies
    5 = We have done exercises on thinking visually
    6 = We have practiced story boarding and script writing
    7 = We have decided on a problem area
    8 = We have done research on our problem and decided on content
    9 = We are well into writing scripts
    0 = We have completed our scripts

In working together on a group project, problems in different areas may arise. Has your team had any problems in each of the areas listed below? (Circle one number on each line.)

No, we have had no trouble here
Yes, we had a little problem here, but it was resolved quickly
Yes, this caused a good deal of discussion, but has been resolved
Yes, this area has been and continues to be a problem

11. 1 2 3 4 Lack of team spirit
12. 1 2 3 4 Conflicts tend to happen along racial or ethnic lines
13. 1 2 3 4 Problem with finding a convenient place for meetings
14. 1 2 3 4 Not quite enough adult leadership
15. 1 2 3 4 Too much adult supervision
16. 1 2 3 4 Materials and equipment not suitable for our needs
17. 1 2 3 4 Too many exercises, not enough creativity
18. 1 2 3 4 Having trouble learning to think in terms of pictures
19. 1 2 3 4 One or two team members too bossy
20. 1 2 3 4 Not enough time to research our problems
21. 1 2 3 4 Not enough sources of information
22. 1 2 3 4 Script writing is not going well
23. 1 2 3 4 Too many good ideas, can't decide which one to tackle
24. 1 2 3 4 Conflicting activities makes it hard for team to get together
25. 1 2 3 4 Problems in agreeing on solutions to problems

26. *Please list below the five most promising ideas your team has identified for further study.*

1.

2.

3.

4.

5.

27. ***Please list below any of your favorite ideas which were not adopted by the team.***

FINALLY, A FEW QUESTIONS ABOUT YOUR PERSONAL EXPERIENCES AS A MEMBER OF THE TEAM...

In thinking about the different ESAA project areas relating to television, how would you describe (A) how much you knew before joining the team, and (B) how much you know now? (For each item listed below, circle one number on the left and one number on the right.)

	A. BEFORE						B. NOW			
	A great deal ↓	Quite a bit ↓	A few things ↓	Nothing much ↓			A great deal ↓	Quite a bit ↓	A few things ↓	Nothing much ↓
28.	1	2	3	4 . .	Preparing a script outline	29.	1	2	3	4
30.	1	2	3	4 . .	Researching ideas	31.	1	2	3	4
32.	1	2	3	4 . .	Expressing ideas visually	33.	1	2	3	4
34.	1	2	3	4 . .	Interviewing people	35.	1	2	3	4
36.	1	2	3	4 . .	Scripting techniques (dramatics, narrative, etc.)	37.	1	2	3	4
38.	1	2	3	4 . .	Writing dialogue and commentary	39.	1	2	3	4
40.	1	2	3	4 . .	Camera, lighting technical equipment	41.	1	2	3	4
42.	1	2	3	4 . .	Character development and interpretation	43.	1	2	3	4

In thinking about the different ESAA project areas relating to school desegregation, how would you describe (A) how much you knew before joining the team, and (B) how much you know now? (For each item listed below, circle one number on the left and one number on the right.)

	A. BEFORE						B. NOW			
	A great deal ↓	Quite a bit ↓	A few things ↓	Nothing much ↓			A great deal ↓	Quite a bit ↓	A few things ↓	Nothing much ↓
44.	1	2	3	4 . .	Values and culture of other racial/ethnic groups	45.	1	2	3	4
46.	1	2	3	4 . .	Social and economic problems experienced by other racial/ethnic groups	47.	1	2	3	4
48.	1	2	3	4 . .	Sources of conflict between racial/ethnic groups in school	49.	1	2	3	4
50.	1	2	3	4 . .	Sources of conflict between racial/ethnic groups in community . .	51.	1	2	3	4
52.	1	2	3	4 . .	Stereotyped thinking and prejudiced treatment of minority groups .	53.	1	2	3	4
54.	1	2	3	4 . .	Causes of intergroup misunderstandings	55.	1	2	3	4
56.	1	2	3	4 . .	Effective ways to reduce tension among groups	57.	1	2	3	4
58.	1	2	3	4 . .	School resources for tension reduction and conflict resolution . .	59.	1	2	3	4
60.	1	2	3	4 . .	Community resources for tension reduction and conflict resolution	61.	1	2	3	4

In thinking about the different ESAA project areas relating to feelings and attitudes, how would you describe (A) your own feelings and attitudes before joining the team, and (B) your feelings and attitudes now? (For *__each__ item listed below, circle one number on the left* *__and__ one number on the right.)*

A. BEFORE

B. NOW

	Very much	Quite a bit	Somewhat	Very little or not at all			Very much	Quite a bit	Somewhat	Very little or not at all
62.	1	2	3	4	Appreciating my own ethnic background	63.	1	2	3	4
64.	1	2	3	4	Accepting racial/ethnic differences	65.	1	2	3	4
66.	1	2	3	4	Respecting other points of view	67.	1	2	3	4
68.	1	2	3	4	Finding it easy to communicate with students of other racial/ethnic groups	69.	1	2	3	4
70.	1	2	3	4	Feeling comfortable working with students of other racial/ethnic groups	71.	1	2	3	4
72.	1	2	3	4	Personally wanting to help improve problems relating to desegregation	73.	1	2	3	4
74.	1	2	3	4	Feeling hopeful that problems relating to desegregation can be solved	75.	1	2	3	4

During this school year, how often have you done any of the following with a student or students of another race or ethnic group: (A) before joining the team, and (B) since being a member of the co-production team. (For *__each__ item below, circle one number on the left* *__and__ one number on the right.)*

A. BEFORE

B. NOW

	Never	Once or twice	A few times	Often			Never	Once or twice	A few times	Often
76.	1	2	3	4	Participated with a student of another race in a team activity at school	77.	1	2	3	4
78.	1	2	3	4	Worked together on a school project	79.	1	2	3	4
80.	1	2	3	4	Helped or asked for help with homework	81.	1	2	3	4
82.	1	2	3	4	Telephoned or received a telephone call from a student of a different race	83.	1	2	3	4
84.	1	2	3	4	Ate lunch together at school	85.	1	2	3	4
86.	1	2	3	4	Attended a school function together	87.	1	2	3	4
88.	1	2	3	4	Shared an out-of-school activity (movie, museum, etc.)	89.	1	2	3	4
90.	1	2	3	4	Visited or received visit at home	91.	1	2	3	4

92. *What would you say was your main reason for wanting to join the student co-production team? (Circle one.)*

1 = To make new friends
2 = To learn more about writing and/or television
3 = To earn a regular income
4 = To help improve conditions relating to desegregation

93. *Which of the following best describes how much, if any, your school grades have changed in general since becoming a member of the student co-production team?*

1 = Improved a great deal
2 = Improved somewhat
3 = Stayed about the same
4 = Went down somewhat

94. *Which of the following best describes your general reaction to your team experiences? (Circle one.)*

1 = Very positive
2 = Somewhat positive
3 = Neutral
4 = Somewhat negative

THANK YOU VERY MUCH FOR YOUR COOPERATION.

WTTW-ESAA TV PILOT PROGRAM EVALUATION

LOCAL COORDINATOR INVENTORY

FIRST, A FEW QUESTIONS ABOUT THE STUDENT CO-PRODUCTION TEAM WHICH YOU SUPERVISE...

1. *When did the student co-production team first begin to meet?*

   ____
   Month Day Year

2. *About how many hours each week does the team meet? (Circle one.)*

   5 = five hours or less
   6 = six hours or less
   7 = seven hours
   8 = eight hours
   9 = nine or more hours

3. *Kindly list five of the most important issues or content areas relating to desegregation that the team has formulated:*

   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____

4. *What are the subjects of the scripts that the team finally reached agreement on?*

____

____

____

____

____

____

____

____

How would you rate your team on each of the following categories? (Circle one number on each line.)

		Very good ↓	Good ↓	Average ↓	Poor ↓	Very Poor ↓
5.	**Sharing work and ideas**	1	2	3	4	5
6.	**Working together creatively** . . .	1	2	3	4	5
7.	**Enthusiasm**	1	2	3	4	5
8.	**Understanding project goals** . . .	1	2	3	4	5
9.	**Respect for racial/ethnic differences of other team members**	1	2	3	4	5

10. *What do you consider to be the most important accomplishments of the student team members?*

____

____

____

____

____

11. *What kinds of difficulties, if any, did the students experience in working together as a team?*

NOW, A FEW QUESTIONS ABOUT YOU AND YOUR EXPERIENCES AS LOCAL COORDINATOR...

Please rate each of the following categories as it relates to your experiences as local coordinator. (Circle one number on each line.)

	Very good ↓	Good ↓	Adequate ↓	Inadequate ↓	Doesn't apply ↓
12. **Training received by local coordinators . . .**	1	2	3	4	5
13. **Instructional materials received . . . . . .**	1	2	3	4	5
14. **WTTW facilitator/producer assistance received**	1	2	3	4	5
15. **Availability of equipment and supplies . . .**	1	2	3	4	5
16. **Parental support . . . .**	1	2	3	4	5
17. **School cooperation . . . .**	1	2	3	4	5
18. **Public relations activities . . . .**	1	2	3	4	5
19. **Community interest . . . .**	1	2	3	4	5

20. *Please use the space below for any additional comments you care to make.*

21. *What is your racial/ethnic group membership?*

(Please specify:) ______________________

22. *In addition to serving as local coordinator for the student co-production team, what is your regular occupation?*

23. *Date of completion:*

____

Month **Day** **Year**

THANK YOU VERY MUCH FOR THE TIME AND HELP YOU HAVE GIVEN TO THIS STUDY.

Q-SORT:

LIST OF FICTITITIOUS TELEVISION PROGRAM SYNOPSES
BY TITLE AND TYPE

TV Program Title	Program Type
1. Who Knows Best??	Drama
2. A Winning Contribution	Drama
3. "Halfbreed"	Drama
4. Guess Who's Not Coming to Dinner	Drama
5. Just Integrated	Drama
6. School Days	Documentary
7. The New School	Documentary
8. Redlining	Documentary
9. Teachers Strike for Students	Documentary
10. Sins of Our Fathers	Documentary
11. New Country	Documentary
12. Land of the Free	Documentary
13. Drop Outs	Documentary
14. Together and Apart	Documentary
15. The Migrant	Musical
16. Chop Suey Looey	Musical
17. Pow-Wow	Musical
18. Rock Concert	Musical
19. Homecoming	Musical
20. A West Westside Story	Musical
21. The White Trumpet Player	Musical
22. Private or Public	Comedy
23. Militant Mathew	Comedy
24. Student Co-Producer	Comedy
25. School Play	Comedy
26. Funny!	Comedy
27. Bilingual Nurse	Drama
28. Rashomon Revisited	Drama
29. The Vanishing American	Comedy
30. Full Court Mix-Up	Comedy
31. Support or Deport?	Drama/Action
32. The Pro	Drama/Action
33. Gimme a Quarter	Drama/Action
34. Red and Green	Drama/Action
35. The Big Game	Drama/Action
36. Pep Rally	Drama/Action
37. The Fight	Drama/Action
38. Aim - Does Might Make Right?	Drama
39. Art and Indians	Drama
40. "Hillbilly"	Drama
41. Abortion	Drama/Action
42. The Exchange Program	Drama
43. Yo Estoy	Drama
44. Mothers and Daughters	Drama
45. Uncool	Drama
46. Who Cheated?	Drama
47. Caught!	Drama
48. "Chico and the Man Revisited"	Comedy
49. Careers	Documentary
50. Pushout	Documentary
51. Dating	Documentary
52. Trouble in Paradise	Documentary
53. Who Wins?	Talk Show
54. Wounded Knee	Talk Show
55. Self-Concept	Talk Show
56. Japanese Culture	Talk Show
57. Heritage	Talk Show
58. Going On	Talk Show
59. Will We Graduate?	Talk Show
60. The Way It Can Be	Talk Show
61. On the Air	Talk Show
62. Lonesome Maria	Comedy
63. Camping	Talk Show
64. Getting Together	Drama/Action

APPENDIX B:

CONTENT ANALYSIS OF PILOT SEGMENT SCRIPTS

CONTENT ANALYSIS: PILOT SCRIPT

Script: Memphis East High School (Memphis, Tennessee)

Type: Documentary

Storyline: A group of high school students enrolled at Memphis East High School tell how the citywide desegregation plan was implemented following the court decision, and how students, parents, and community members reacted. Contrasts are made between the school experiences of students attending two private segregated high schools and those attending the integrated public high school. School desegregation is shown to help improve the educational experiences for students of different races.

Racial/Ethnic Groups Represented:
Black, white

Protagonists:
Community members, parents, teenagers, principal of alternative school.

ESAA-TV Related Objectives:

1. To have high school students express their views about race and prejudice to other high school students.
11. To show what can be accomplished through interpersonal/interracial relations.
23. To provide televised role models.

Issues Identified:

Alternative schools
Busing
Community resistance
Desegregation plans
Extracurricular activities
Interracial friendship
Race relations

Sources of Conflict:
Resistance by the white community following the court order for public school desegregation in Memphis resulted in the formation of a system of alternative schools. Enrollment in the public schools was further decreased by uneasy parents tending to overreact to incidents occurring between students of different races.

Modes of Tension Reduction:

1. Shows symptoms and origins of some conflicts.
2. Provides televised role models of teenagers with positive attitudes toward desegregation.
3. Presents an integrated high school as an appealing school environment.

Implied Values-Specific:

1. Integration is working at East High School despite negative attitudes of parents and community members.
2. The integrated public high school has more to offer students than the alternative private high school.

Implied Values-General:

1. Avoid premature conclusions, overgeneralizations, and stereotyping of people and ideas.*
2. Respect law and order; honesty and integrity of thought and action; responsibility; and education.*

---

* From among curricular concepts formulated for effective intergroup education (Wright, 1965).

CONTENT ANALYSIS: PILOT SCRIPT

Script: Washington High School (Portland, Oregon)

Type: Comedy/Satire

Storyline: Depicts the stereotypes that a teacher and student of different racial/ethnic groups have of each other. The teacher fantasies that she is able to transform the student and other students in class into what she considers to be "the ideal student" in terms of dress and classroom behavior. The student imagines that the teacher is like all other teachers who have not accepted him as an individual. However, the point is made that students and teachers actually come in many different sizes, shapes, and colors and that they really are not alike.

Racial/Ethnic Group Represented:
Black, White

Protagonists:
Student, teacher

ESAA-TV Related Objectives:
6. To help viewers identify the origin of feelings of conflict in the high school.

Issues Identified:

Dress code	Student expectations
Life styles	Teacher expectations
Stereotyping	

Sources of Conflict:
Teachers and students of different racial/ethnic groups frequently think of each other in terms of stereotypes.

Modes of Tension Reduction:
Presents an exaggerated example of student-teacher stereotyping in a humorous manner.

Implied Values-Specific:
Stereotyping persons of other racial/ethnic groups by students or teachers is counter productive to the establishment of meaningful interpersonal relationships and the attainment of desired educational goals.

Implied Value-General:
Persons should be judged on their individual merits and abilities without stereotyping them.*

---

* From among curricular concepts formulated for effective intergroup education (Wright, 1965).

CONTENT ANALYSIS: PILOT SCRIPT

Script: Galileo High School (San Francisco)

Type: **Documentary**

Storyline: Explores origins of feelings of conflict in Chinese community towards school desegregation through a sympathetic review of the Chinese experience in California--from early days of the gold rush to present day "Chinatowns." Interviews with students at Galileo High School indicate that teenagers are more accepting of desegregation than are their parents.

Racial/Ethnic Groups Represented:
Chinese, black, Hispanic, white

Protagonists:
Community members, parents, teenagers, principal, and Director of Office of Integration of San Francisco schools.

ESAA-TV Related Objectives:
7. To show symptoms and origins of some conflicts.
23. To provide televised role models.

Issues Identified:

Alternative schools
Busing
Community resistance
Desegregation plans
Race relations
Reclassification plan

Sources of Conflict:
Chinese community members, particularly parents, are opposed to school desegregation.

Modes of Tension Reduction:
1. Promotes understanding of origins of conflict within Chinese community.
2. Provides televised role models of teenagers with positive attitudes toward desegregation.

Implied Values-Specific:
1. Historical background experiences of Chinese community fostered ethnocentrism.
2. Chinese community members in San Francisco feel threatened by desegregation which they regard as forcible assimilation.
3. Although parents may be upset about desegregation, many Chinese teenagers accept it.
4. It is really teenagers who will determine whether desegregation of San Francisco's schools will work.
5. The San Francisco School Board's desegregation plan will work in time, even though there are mixed feelings about it at present.

Implied Values-General:
1. Differences in attitudes and behavior are determined by one's cultural environment; they are therefore changeable through new kinds of encounters and reactions.*
2. Maintain open-mindedness towards ideas, events, and persons of one's own and different cultural groups.*

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* From among curricular concepts formulated for effective intergroup education (Wright, 1965).

APPENDIX C:

TELEVISION PILOT PROGRAM FIELD TESTING

SITE AND STUDENT SELECTION SPECIFICATIONS

MEMORANDUM TO: Ms. D. Coates
Mr. D. Hood
Ms. M. Johnson
Ms. D. Napper
Mr. B. Ough
Ms. C. Scott
Ms. P. Wheeler

cc: Mr. J. Dobbin
Mr. E. Gordon
Mr. R. Hill
Mr. G. Sidwell
Mr. H. Smith

Subject: Responsibilities of Regional Coordinators — WTTW-ESAA TV Pilot Formative Evaluation (PJ 268-19)

Date: April 4, 1975

From: Terri Strand

Project Background

The purpose of this project is to design and conduct formative evaluation of a television pilot program on conflict resolution and tension reduction in the desegregation of high schools. The pilot will be the first of a planned series of 13 hour-long television programs to be broadcast in the fall of 1976 on the Public Broadcasting System and other television stations.

Station WTTW-TV in Chicago is producing the series under a two-year contract with the USOE (DHEW) under the Emergency School Aid act (ESAA). The series is intended to help overcome problems attendant on high school desegregation. High school students will contribute their perception in both the preparation of scripts for the series and in the field testing of the pilot program.

The Evanston office will conduct formative evaluation in two phases. Phase One activities will focus on pilot program development. Phase Two will involve actual field testing of the pilot with a national sample of approximately 1,000 high school students in desegregated schools. Another group of 200-300 pupils in 10th grade classes will be treated as a control group. The student sample will be comprised of five major racial ethnic groups including approximately 30 percent black, 30 percent white, 20 percent Hispanic American, 10 percent Asian American, and 10 percent Native American (Indian).

Responsibilities of Regional Coordinators

Regional coordinator's activities fall in three categories: (1) identifying and selecting three desegregated high schools which meet study specifications in their respective geographic areas; (2) making arrangements with the selected schools for student viewing of the pilot and data collection; and (3) conducting site visits for the actual field testing. The activities relating to each of the three categories are discussed below:

(1) *Identifying and Selecting Schools:*

1.1 Three desegregated high schools are to be selected in each region: in urban, suburban, and rural communities. In order to achieve required racial composition, an additional high school or centers serving high school age groups might be added.

1.2 In order to attain required quotas of experimental viewers, a minimum number of students of specified racial/ethnic groups needed for each region are shown in Table I on page 5. Regional coordinators are requested to use their judgment in actual selection within schools. Intact classrooms are easiest to work with, and more than minimum numbers of students in any one group will not be a problem. But individuals can also be invited to participate. One group of 10th graders will be selected in each school, the other classes can be selected at random.

1.3 In addition, students in an intact 10th grade class in each school will be chosen as controls. Control classes are given an assessment instrument before viewing the film. Experimental classes view the film before completing the instruments.

1.4 A list of schools cooperating with WTTW in the production of the film series appears on page 6. These schools and, wherever possible, the cities in which they are located, should be eliminated from consideration by ETS regional coordinators.

1.5 School calendar would permit pilot program viewing before school closing. It is anticipated that the pilot film will be delivered to the Evanston office on June 2, 1975.

1.6 School has 16mm film projector and some technical assistance in running pilot film.

1.7 Identification of all cooperating schools is to be completed by approximately mid-April.

(2) *Making Arrangements With Selected Schools*

2.1 Final arrangements with cooperating schools are to be completed by mid-May. This will include arranging for selection of classes and/or students, planning for setting up projector, scheduling pilot viewing, arranging the time and place for the administration of assessment instruments to experimental and control groups, and selection of a small representative group of articulate students for an interview with the regional coordinator.

2.2 If regional coordinator feels need for local assistance, an available high school staff member who is capable of making arrangements for viewing, selection and scheduling of student viewers, and helping in administering instruments might be invited to participate for a small honorarium ($20 - $40 altogether).

2.3 Criteria for selection of student viewers relevant to racial/ethnic group origins have been discussed previously in paragraphs 1.2 and 1.3.

2.4 Depending on school schedules, either intact classrooms or individual students can be assigned to the experimental treatment.

2.5 There should be a balance in terms of sex and grade levels given that one 10th grade control and one 10th grade experimental class will be selected per school.

2.6 In each geographic region, the remaining experimental classes will be selected at random. Depending on class size, there should be about two 9th grade classes, two 11th grade classes, and two 12th grade classes.

2.7 The 10th grade control groups will be administered assessment instruments before viewing the pilot film. All experimental groups will be administered assessment instruments immediately after viewing the pilot film. School time schedules permitting, it would be best to complete all activities at each school within a single school day.

(3) *Conducting Site Visits*

3.1 Site visits at schools are tentatively scheduled for June 3, 1975, through June 11, 1975. The scheduled date for delivery of the pilot films by WTTW-TV to the Evanston office is June 2, 1975. The pilot films will be shipped to regional coordinators on the same day. Special mailing and delivery services should help assure their arrival at the respective regional offices sometime during the following morning, June 3, 1975.

3.2 Specific details concerning school visits will be provided to regional coordinators at a later date.

3.3 The 10th grade control groups can be administered the assessment instruments while the experimental groups are viewing the film. Observations of the behavior of the experimental group viewers will be recorded by the regional coordinator. After the experimental groups have completed viewing, they will be administered assessment instruments. Later in the school day, 10th grade control group can be scheduled to view the film. In the meantime, the regional coordinator can conduct the group interview with selected representative experimental group students from all grades.

ts/fs

TABLE 1

MINIMUM NUMBER OF STUDENTS NEEDED FOR PILOT VIEWING CLASSIFIED BY RACIAL/ETHNIC GROUP AND REGION

Region:	Southeast (Atlanta)	Southwest (Austin)	West (Berkeley)	Midwest (Evanston)	East (IUME)	Total
Racial/Ethnic Group						
1. Asian American*			60	20	20	100
2. Black	60	60	60	60	60	300
3. Hispanic American						200
Chicano		40	40			
Cuban	40					
Puerto Rican				40	40	
4. Native American/ Indian		40	30	30		100
5. White	60	60	60	60	60	300
TOTAL	160	200	250	210	180	1000

Note: Control group in each school will consist of one intact 10th grade class with about the same racial/ethnic composition as the experimental group.

*Including Chinese, Japanese and Filipino Americans.

LIST OF WTTW COOPERATING SCHOOLS*

City	Name of High School
Austin, Texas	Austin
Chicago, Illinois	Roberto Clemente
Evanston, Illinois	Evanston Township
Harrisburg, Pennsylvania	-
Hickory, North Carolina	Hickory
Memphis, Tennessee	Hillcrest; East High
Miami, Florida	Carol City
Pontiac, Michigan	Pontiac Central
Portland, Oregon	Jefferson; Washington
Providence, Rhode Island	Central
Rapid City, South Dakota	Stevens; Central
San Francisco, California	Galileo
Santa Ana, California	Saddleback
Wichita, Kansas	Wichita High East; Wichita High West

*These schools and preferably the cities in which they are located should be avoided in selecting cooperating schools for pilot viewing.

LIST OF PILOT PROGRAM VIEWING SITES

REGION	URBAN	SUBURBAN	RURAL
South	Miami Killian Sr. HS 10655 S.W. 97th Ave. Miami, FL 33176	Miami Palmetto Sr. HS. 7460 S.W. 118th St. Miami, FL 33156	South Dade Sr. HS 28401 S.W. 167th Ave. Homestead, FL 33030
Midwest	Aspira, Inc. University of Illinois 1007 W. Harrison St. Chicago, IL 60607	Maplewood Sr. HS 7539 Manchester Rd. Maplewood, MO 63143	Rensselaer HS Highway 114 East E.Rensselaer, IN 47978
	South HS 3139-19th Ave. S. Minneapolis, MN 55407	George Washington HS 1611 E. 140th St. East Chicago, IN 46312	
East	Lehman HS 3000 E. Tremont Ave. Bronx, N.Y. 10461		Bucks County Technical HS Wister Road Fairless Hills, PA 19030
Southwest	Albuquerque Indian School 1000 Menaul Blvd. Rd. N.W Albuquerque, New Mexico 87106		Berryville HS Berryville, AR 72616
	Neighborhood Youth Corps Dallas, Tx.		Shiprock Boarding School Shiprock, New Mexico 87420
	SMU-Upward Bound 2706 Carlisle St. Dallas, TX 75201		
West	Abraham Lincoln HS 555 Dana Ave. San Jose, CA 95126	Edison HS 1425 S. Center St. Stockton, CA 95206	Rough Rock Demonstration School Star Route 1 Mony Farms, AZ 86538
	Youth Drop-in Center 1467 Fruitvale Ave. Oakland, CA 94601	Encinal HS 210 Central Ave. Alameda, CA 94501	Vacaville HS 100 Monte Vista Ave. Vacaville, CA 95688
	Berkeley HS 2246 Milvia Berkeley, CA 94704	Mt. Eden HS 2300 Panama Hayward, CA 94545	
	Monterey HS Herrmann Drive Monterey, CA 93940	Nelson (LaPuente & Workman HS) 330 No. California La Puente, CA 91744	
	Oakland Youth Group Oakland, CA 94610		

DISTRACTOR ANALYSIS

Central HS 3416-4th Ave. South Minneapolis, MN 55408	New Trier HS 385 Winnetka Ave. Winnetka, IL 60093

master calendar

PILOT PROGRAM VIEWING DATES

JUNE 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Central HS (Minneapolis, MN)	3 Central HS (Minneapolis, MN)	4 Central HS (Minneapolis,MN) Bucks County Technical HS (Fairless Hills,PA)	5 Central HS (Minneapolis, MN) Lehman HS (Bronx, NY)	6 Maplewood HS (Maplewood, MO)	7
8	9 La Puente and Workman HS (La Puente, CA) Mt. Eden HS (Hayward, CA)	10	11 Lincoln HS (San Jose, CA)	12 Encinal HS (Alameda, CA)	13	14
15	16	17	18	19 South HS (Minneapolis, MN) Rough Rock Center Many Farms, AZ)	20 South HS (Minneapolis, MN) Vacaville HS (Vacaville, CA)	21
22	23 Shiprock Bdng School (Shiprock, NM) Youth Drop-in Center (Oakland, CA)	24 Edison HS (Stockton, CA)	25 Rensselaer HS (Rensselaer, IN) Palmetto Sr. HS (Miami, FL)	26 Washington HS (E.Chicago, IL) Miami Killian Sr. HS (Miami, FL) South HS (Minneapolis, MN) SMU-Upwd Bnd (Dallas, TX)	27 South Dade Sr.HS (Homestead, FL)	28
29	30 Albuquerque Indian School (Albuquerque, NM) Berryville HS (Berryville, AR)					

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Issued by EDUCATIONAL TESTING SERVICE

master calendar

PILOT PROGRAM VIEWING DATES

JULY 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24/31 25 26 27 28 29 30	1	2	3	4	5
6	7 Monterey HS (Monterey, CA)	8 Berkeley HS (Berkeley, CA)	9	10 Oakland Youth Group (Oakland, CA)	11	12
13	14	15 Aspira (Chicago, IL)	16	17 Aspira (Chicago, IL)	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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SUMMARY SHEET

To be completed for each school or other viewing center and mailed separately to ETS Evanston Illinois Office in enclosed envelope.

School of Viewing Center: ____________ ETS Field Coordinator: ____________

Full Address: ____

Date Completed Questionnaires Mailed: Month: _______ Day _______ 1975

THE SETTING:

1.1 Film was shown in: Classroom(s) ___ A-V Center ___ Auditorium ___ Other ___

1.2 Questionnaires were administered in: Classroom(s) ___ A-V Center ___ Other ___

1.3 Did screening equipment function satisfactorily? Yes ___ No ___

1.4 Total number of viewing sessions was: ___ (Experimental ___; Control ___)

1.5 Number of days at school was: ___; Date(s): ______________________

THE AUDIENCE:

2.1 Grade	Total Number of Class Sections	Total Number of Experimental Students	Total Number of Control Students
9	__________	______________	
10	__________	______________	______________
11	__________	______________	
12	__________	______________	

2.2 Ethnicity of student viewers (estimate percentage)

Black _____% White _____% Asian American _____%

Hispanic American _____% Native American _____%

COMMENTS:

PILOT VIEWING GROUP OBSERVATION RECORD

To Be Completed For Each Screening

School: ____________________ ETS Field Coordinator: ____________

A. SCREENING INFORMATION:

Date of Screening: ______________________________

Starting Time: ______________________________

Total Students Present: ______________________________

Ethnicity of Students Present: ______________________________

Other Adults Present: ______________________________

B. GENERAL BEHAVIOR OF STUDENT VIEWERS DURING SCREENING:

	Wraparound	*Episode*		
		1	*2*	*3*
Enthusiastic				
Attentive; Appropriate Emotions				
Bored; Inattentive				
Restless				
Inappropriate Emotions; Derisive				

C. OTHER COMMENTS:

(Control)

WTTW-ESAA TV PILOT PROGRAM EVALUATION

STUDENT VIEWER SURVEY

We are asking for your help in developing a television series for teen-aged viewers. The purpose of the series is to foster reduction of tension and crisis situations within desegregated schools. The entire series will be produced in cooperation with student co-production teams at 18 high schools across the U.S.

The hour-long film you will be seeing is the pilot program for the series and was produced by WTTW, the Public Television station in Chicago. The stories in the pilot were written and acted by high school students in San Francisco, California; Portland, Oregon; and Memphis, Tennessee.

The questions included in this survey were designed to learn about students' knowledge and attitudes relating to the pilot program. Since you have not yet seen the film, there may be some questions which you cannot answer. If so, please do not guess but use the "don't know" response category provided.

Your answers to the questions will be important in making the series relevant and appealing to high school students all over the country. We hope you enjoy thinking about the questions, and giving answers that will help produce an entertaining and worth-while television series. All answers will be held confidential, and you need not identify yourself in the survey.

Directions: Please read each question and follow directions carefully. Mark your answer by putting a circle around the number that best describes you and what you think.

Example: *Are you a male or a female? (Circle one.)*

[✓ 1 = male]
2 = female

If you are a boy, you would circle the number next to male as in the example above. If you are a girl, you would circle the number next to female.

FIRST, A FEW QUESTIONS ABOUT YOU...

1. *What grade are you in now or have you recently completed? (Circle one.)*

1 = 9th
2 = 10th
3 = 11th
4 = 12th
5 = Not in school

2. *Are you a male or a female? (Circle one.)*

1 = Male
2 = Female

3. *Which of the following best describes you? (Circle one.)*

11 = Chinese
12 = Filipino
13 = Japanese
20 = Black
31 = Chicano
32 = Cuban
33 = Puerto Rican
40 = Native American/Indian
50 = White
60 = Other, please specify: ____________________

4. *Which of the following best describes where you live? (Circle one.)*

1 = Country or rural area
2 = Small town
3 = Suburban community
4 = Large city

5. *Which of the following best describes the high school you regularly attend? (Circle one.)*

1 = Mostly white
2 = Mostly black
3 = Integrated, mainly black and white
4 = Integrated, with substantial numbers of Hispanic Americans as well as other groups
5 = Integrated, with substantial numbers of Asian Americans (Orientals) as well as other groups
6 = Integrated, with substantial numbers of Native Americans (Indian) as well as other groups
7 = Other, please specify: ____________________

6. *How do you feel about students of different racial/ethnic groups going to school together? (Circle one.)*

1 = I like it
2 = I don't like it
3 = It doesn't matter to me
4 = Don't know

Think about students in high schools across the country. How likely is it that a student of a particular racial/ethnic group would participate in the following activities? (Circle only one number on each line.)

Most likely for a white student
Most likely for a black student
Most likely for a Spanish American student (Puerto Rican, Chicano, or Cuban)
Most likely for a Native American (Indian) student
Most likely for an Asian American student (Chinese, Filipino, Japanese)
Any student would be just as likely to participate

7. 1 2 3 4 5 6 Be on the human relations council
8. 1 2 3 4 5 6 Play on the basketball team
9. 1 2 3 4 5 6 Take a vocational education course
10. 1 2 3 4 5 6 Take the college preparatory course
11. 1 2 3 4 5 6 Play on the chess team
12. 1 2 3 4 5 6 Offer original ideas in class
13. 1 2 3 4 5 6 Be a cheerleader
14. 1 2 3 4 5 6 Drop out of high school
15. 1 2 3 4 5 6 Win a scholarship
16. 1 2 3 4 5 6 Belong to honor society
17. 1 2 3 4 5 6 Play in the band
18. 1 2 3 4 5 6 Be an officer in student government
19. 1 2 3 4 5 6 Take the lead in a school play
20. 1 2 3 4 5 6 Take typing
21. 1 2 3 4 5 6 Give a speech
22. 1 2 3 4 5 6 Represent the school in a state or national meeting
23. 1 2 3 4 5 6 Get into a fight in school halls or cafeteria
24. 1 2 3 4 5 6 Sing in the glee club or choir
25. [illegible] 2 3 4 5 6 Play on the football team
[illegible] 2 3 4 5 6 Be suspended or expelled
[illegible] 1 2 3 4 5 6 Win an art contest
[illegible] 1 2 3 4 5 6 Compose a song for school musical

NEXT, A FEW QUESTIONS ABOUT PROGRAM CONTENT...

29. *Which of the following best describes the feelings of high school students in Memphis on the first day of busing? (Circle one.)*

1 = Indifferent, didn't care
2 = Eagerly looked forward to the new experience
3 = Fearful, didn't know what to expect
4 = Angry at being bused
5 = Don't know

30. *The initials C.A.B. stand for: (Circle one.)*

1 = Community Action Board
2 = Community Advocates of Blacks
3 = Committee for Assisting Blacks
4 = Committee Against Busing
5 = Community Advisory Board
6 = Don't know

31. *The alternative school system in Memphis closed after 18 months because:*

1 = Cost of operating alternative schools was too expensive
2 = Public schools had more programs and better facilities
3 = Church-related private schools were built
4 = Parents were less afraid of busing and integrated schools
5 = All of the above
6 = Don't know

32. *Charley Brown is:*

1 = Nickname of a popular high school principal
2 = Sharply dressed new transfer student
3 = High school basketball star
4 = Fancy triple-decker sandwich
5 = "Funky" new dance like the Bump
6 = Don't know

33. *Stereotyping is when:*

1 = A teacher puts certain kids in "some kind of bag"
2 = A student thinks all teachers are the same
3 = A student expects to be treated unfairly by teachers
4 = A teacher judges a student by his/her looks or dress
5 = All of the above
6 = Don't know

34. *Angel Island was:*

1 = Immigration detention center
2 = Site of a federal prison
3 = Police training center
4 = Spot for "wetback" (illegal immigrant) crossings
5 = Don't know

35. *Which of the following best describes how Chinese people in San Francisco felt about school desegregation? (Circle one.)*

1 = Students, parents, and other community members were all equally opposed
2 = Students were opposed but parents and other community members thought children would get a better education
3 = Student and parents were opposed but many Chinese community members believed it would benefit them in the long run
4 = Students were more accepting than their parents or other community members
5 = Don't know

36. *Today at Galileo High School in San Francisco: (Circle one.)*

1 = Racial balance has been reached through busing
2 = Parents have accepted integration
3 = There are more Chinese students than any other groups
4 = Students express resentment against integrated classes
5 = Don't know

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE HOPE YOU ENJOY SEEING THE FILM.

(Experimental)

WTTW-ESAA TV PILOT PROGRAM EVALUATION

STUDENT VIEWER SURVEY

We are asking for your help in developing a television series for teen-aged viewers. The purpose of the series is to foster reduction of tension and crisis situations within desegregated schools. The entire series will be produced in cooperation with student co-production teams at 18 high schools across the U.S.

The hour-long film you just saw was the pilot program for the series and was produced by WTTW, the Public Television station in Chicago. The stories in the pilot were written and acted by high school students in San Francisco, California; Portland, Oregon; and Memphis, Tennessee.

Your answers to the questions in this survey will be important in making the series relevant and appealing to high school students all over the country. We hope you enjoy thinking about the questions, and giving frank answers that will help produce an entertaining and worth-while television series. All answers will be held confidential, and you need not identify yourself in the survey.

Directions: Please read each question and follow directions carefully. Mark your answer by putting a circle around the number that best describes you and what you think.

Example: *Are you a male or a female? (Circle one.)*

[✓ 1] = male
2 = female

If you are a boy, you would circle the number next to male as in the example above. If you are a girl, you would circle the number next to female.

FIRST, A FEW QUESTIONS ABOUT YOU...

1. *What grade are you in now or have you recently completed? (Circle one.)*

1 = 9th
2 = 10th
3 = 11th
4 = 12th
5 = Not in school

2. *Are you a male or a female? (Circle one.)*

1 = Male
2 = Female

3. *Which of the following best describes you? (Circle one.)*

11 = Chinese
12 = Filipino
13 = Japanese
20 = Black
31 = Chicano
32 = Cuban
33 = Puerto Rican
40 = Native American/Indian
50 = White
60 = Other, please specify: ________________________________

4. *Which of the following best describes where you live? (Circle one.)*

1 = Country or rural area
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3 = Suburban community
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5. *Which of the following best describes the high school you regularly attend? (Circle one.)*

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6. ***How do you feel about students of different racial/ethnic groups going to school together? (Circle one.)***

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Think about students in high schools across the country. How likely is it that a student of a particular racial/ethnic group would participate in the following activities? (Circle only one number on each line.)

1 — Most likely for a white student
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5 — Most likely for an Asian American student (Chinese, Filipino, Japanese)
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7. 1 2 3 4 5 6 Be on the human relations council
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0. 1 2 3 4 5 6 Take typing
1. 1 2 3 4 5 6 Give a speech
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23. 1 2 3 4 5 6 Get into a fight in school halls or cafeteria
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27. 1 2 3 4 5 6 Win an art contest
28. 1 2 3 4 5 6 Compose a song for school musical

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2 = Parents have accepted integration
3 = There are more Chinese students than any other groups
4 = Students express resentment against integrated classes
5 = Don't know

NEXT, SOME QUESTIONS ABOUT YOUR LIKES AND DISLIKES...

37. *In terms of format, how would you like all the rest of the shows to be? (Circle one.)*

1 = Same magazine format as the pilot you just saw
2 = Longer, in depth treatments of a single issue, school, community, ethnic group or person, as related to tension and conflict reduction in desegregated schools
3 = A combination of 1 and 2

38. *In terms of content, which of these script types already submitted by high school co-producers would you most enjoy seeing as a finished television program? (Circle as many as apply.)*

1 = Communications Gaps among students, between students and school activities
2 = Busing - problems and resolutions
3 = Extra Curricular activities and sports - problems and ways out
4 = Prejudice - problems and ways out
5 = Gangs
6 = Interracial Dating
7 = Generation Gaps - problems with parents and family
8 = Stereotyping
9 = Peer Pressures - problems and ways out
10 = Ethnic Pride - minority vs. majority values
11 = Fear of Petty Crimes, Violence - problems and resolutions

39. *The pilot film you just saw lasted approximately one hour. What would you prefer in the full series? (Circle one.)*

1 = I prefer a series of hour-long shows
2 = I prefer a longer series of half-hour shows

40. *In general, what kind of television programs do you like to watch the most? (Circle one.)*

1 = Dramatic/soap opera
2 = Musicals
3 = Comedies
4 = Documentaries
5 = Action/drama

FINALLY, PLEASE THINK ABOUT EACH OF THE THREE EPISODES IN THE PILOT FILM, AND RATE EACH ONE IN TURN ON THE FOLLOWING: (CIRCLE ONE NUMBER ON EACH LINE.)

Six students from Memphis East (Memphis, Tennessee)

1 = Excellent
2 = Good
3 = Fair
4 = Needs improvement

41. 1 2 3 4 ..... Storyline (public versus alternate high schools)
42. 1 2 3 4 ..... Format (documentary-tell it like it is)
43. 1 2 3 4 ..... Music
44. 1 2 3 4 ..... Sound effects
45. 1 2 3 4 ..... Visuals (camera work)
46. 1 2 3 4 ..... Pace and tempo
47. 1 2 3 4 ..... Presents symptoms and origins of some problems relating to desegregation
48. 1 2 3 4 ..... Presents ideas that can help reduce conflict and tension in desegregated schools
49. 1 2 3 4 ..... Encourages teens to identify with each other as teens, rather than along ethnic/racial lines

Stereotyping (Portland, Oregon)

50. 1 2 3 4 ..... Storyline (stereotyping can be ridiculous)
51. 1 2 3 4 ..... Format (fantasy/satire -- it's mostly in people's heads)
52. 1 2 3 4 ..... Music
53. 1 2 3 4 ..... Sound effects
54. 1 2 3 4 ..... Visuals (camera work)
55. 1 2 3 4 ..... Pace and tempo
56. 1 2 3 4 ..... Presents symptoms and origins of some problems relating to desegregation
57. 1 2 3 4 ..... Presents ideas that can help reduce conflict and tension in desegregated schools
58. 1 2 3 4 ..... Encourages teens to identify with each other as teens, rather than along racial/ethnic lines

Chinatown Story (San Francisco, California)

59. 1 2 3 4 ..... Storyline (Chinese isolation in American society has historic roots)
60. 1 2 3 4 ..... Format (documentary -- tell it like it is)
61. 1 2 3 4 ..... Music
62. 1 2 3 4 ..... Sound effects
63. 1 2 3 4 ..... Visuals (camera work)
64. 1 2 3 4 ..... Pace and tempo
65. 1 2 3 4 ..... Presents symptoms and origins of some problems relating to desegregation
66. 1 2 3 4 ..... Presents ideas that can help reduce conflict and tension in desegregated schools
67. 1 2 3 4 ..... Encourages teens to identify with each other as teens, rather than along ethnic/racial lines

Wraparound (Core group of student performers)

68. 1 2 3 4 ..... Music
69. 1 2 3 4 ..... Dancing
70. 1 2 3 4 ..... Narration
71. 1 2 3 4 ..... Ideas about teen-aged conflict and tension reduction
72. 1 2 3 4 ..... At the present time, the working title of the television series is T.C.R. What do you think of it as the final title for the series?

1 = I think it's a good title
2 = I think it should be changed

73. 1 2 3 4 ..... If you would like to suggest a different title for the television series, please write it on the line below:

____

THANK YOU FOR YOUR COOPERATION

SMALL GROUP DISCUSSION GUIDE

The small group discussion with selected students is to be held as a semi-structured group interview. The following questions serve to introduce the topics to be discussed with students. Each of the topics can be covered briefly or further in depth, whichever is most appropriate for the group. A brief report summarizing students' responses should be prepared for each discussion held.

1. Generally speaking, how would you judge the pilot program with other comparable television programs?
2. Generally speaking, how would you judge the pilot program as one written, acted, and co-produced by high school students?
3. Which of the program parts did you like most:

   Wraparound (core group of student performers)
   Six students from Memphis East, Stereotyping, or
   Chinatown Story of San Francisco?
4. Which were some of the things you liked about the show?
5. Which were some of the things you didn't like about the show?
6. How do you think the show might be improved?
7. Did the film change any of your feelings or attitudes about schools, people, or issues?
8. Did you learn anything new from the pilot film?
9. Did the film stimulate your interest in learning more about any of the subjects it covered?
10. What are some of the other subjects you would like to see included in the series?
11. How did you like the working title TCR? Can you come up with a title that would be more appealing to all high school students?
12. Additional comments or questions, if any:

SMALL GROUP DISCUSSION REPORT

School: ______________________ Field Staff Member: ______________

Date: ________________________ Number of Students: ______________

Time: From: ______ To: ________ Ethnicity of Students: ____________

APPENDIX D:

SUMMARY OF RESPONSES

Table 8

RESPONSES TO STUDENT CO-PRODUCER QUESTIONNAIRE

(N=18)

FIRST, A FEW QUESTIONS ABOUT YOU...	TOTAL
1. *What grade are you in now? (Circle one.)*	
1 = 9th	--
2 = 10th	4
3 = 11th	11
4 = 12th	2
(No response)	1
2. *Are you a male or a female? (Circle one.)*	
1 = male	7
2 = female	10
(No response)	1
3. *How old to your nearest birthday are you? (Circle one.)*	
1 = 14 or under	--
2 = 15	1
3 = 16	4
4 = 17	11
5 = 18 or over	1
(No response)	1
4. *Which of the following best describes you? (Circle one.)*	
1 = Black	6
2 = Chicano	--
3 = Chinese	2
4 = Cuban	--
5 = Filipino	--
6 = Japanese	1
7 = Native American/Indian	--
8 = Puerto Rican	--
9 = White	7
0 = Other, please specify: ______________	1
(No response)	1
5. *How do you rate yourself in school ability compared to your classmates? (Circle one.)*	
1 = I am one of the best	--
2 = I am above average	9
3 = I am about average	8
4 = I am below average	--
5 = I am one of the poorest	--
(No response)	1

Table 8 - continued

NEXT, A FEW QUESTIONS ABOUT YOUR TEAM OF STUDENT CO-PRODUCERS...

	TOTAL
6. *How many students are there on your team?*	
5 = 5 or fewer	4
6 = 6	6
7 = 7	7
8 = 8 or more	–
(No response)	1
7. *Has your team been meeting regularly? (Circle one.)*	
1 = No, we're just getting started	–
2 = Yes, for one month or less	–
3 = Yes, for about two or three months	–
4 = Yes, for over three months	17
(No response)	1
8. *About how many hours each week does your team meet? (Circle one.)*	
5 = 5 hours or less	7
6 = 6 hours	–
7 = 7 hours	2
8 = 8 hours	2
9 = 9 or more hours	6
(No response)	1
9. *How many of the team members regularly attend scheduled meetings? (Circle one.)*	
1 = All of us except for an occasional absence	15
2 = Most of us except for one or two members who miss meetings often	2
3 = About half of the team members attend regularly	–
4 = Only one or two team members attend regularly	–
(No response)	1
10. *The different student co-production teams across the country began working together at various times during the year. Each team is at a different stage of progress in preparing its scripts on desegregation. Please indicate how far your team has progressed. (Circle as many items as apply.)*	
1 = We have met with our coordinator and the WTTW team	10
2 = We have explored the school, family and community issues relating to desegregation	9
3 = We have studied materials for ideas about possible scripts	11
4 = We have prepared autobiographies	6
5 = We have done exercises on thinking visually	10
6 = We have practiced story boarding and script writing	11
7 = We have decided on a problem area	10
8 = We have done research on our problem and decided on content	11
9 = We are well into writing scripts	14
0 = We have completed our scripts	17

Table 8 - continued

In working together on a group project, problems in different areas may arise. Has your team had any problems in each of the areas listed below? (Circle one on each line.)

No we have had no trouble here
Yes, we had a little problem here, but it was resolved quickly
Yes, this caused a good deal of discussion, but has resolved
Yes, this area has been and continued to be a problem
NR (no response)

Total
(N=18)

Item	1	2	3	4	NR	
11.	14	3	-	-	1	Lack of team spirit
12.	15	1	-	1	1	Conflicts tend to happen along racial or ethnic lines
13.	11	6	-	-	1	Problem with finding a convenient place for meetings
14.	16	-	-	-	2	Not quite enough adult leadership
15.	14	1	2	-	1	Too much adult supervision
16.	16	1	-	-	1	Materials and equipment not suitable for our needs
17.	11	6	-	-	1	Too many exercises, not enough creativity
18.	9	6	2	-	1	Having trouble learning to think in terms of pictures
19.	13	2	1	-	2	One or two team members too bossy
20.	9	4	2	1	2	Not enough time to research our problems
21.	12	4	-	-	2	Not enough sources of information
22.	11	2	3	-	2	Script writing is not going well
23.	10	5	1	-	2	Too many good ideas, can't decide which one to tackle
24.	8	7	-	1	2	Conflicting activities makes it hard for team to get together
25.	10	2	1	1	3	Problems in agreeing on solutions to problems

Table 8 - continued

26. *Please list below the five most promising ideas your team has identified for further study.*

- Private Schools - Alternative to Public Schools (N= 4)
- Southern Church Influence Towards Segregation (N=4)
- Prospective on Past and Present Black/White Conditions (N=4)
- Liberated Child with Close-Minded Parents (N=4)
- Future of Integrated Society (N=4)
- General Lack of Communication (N=5)
- Successful Integregation Hampered by Peer Group Pressure (N=5)
- Parents Instill Race Prejudice in Children (N=5)
- Exclusive Ethnic Clubs Intensify Ethnocentricity (N=5)
- Integration Should Be Racially Balanced (N=5)
- Stereotyping (N=3)
- Interracial Couples (N=3)
- Prejudice Where Starts and Stops (N=2)
- Bussing - Who's Segregating Portland (N=6)
- Racial Prejudice in Law Enforcement (N=1)
- Magnet Schools (N=1)
- Cultural Difference (N=2)
- Planning Scripts for Possible Solution (N=1)
- Conformity in Educational Institutions (N=1)
- Why Portland Has Less Problems with Integration (N=1)
- Most Effective Ways to Integrate (N=1)
- More Interviews (N=1)
- Housing (N=1)

27. *Please list below any of your favorite ideas which were not adopted by the team.*

Tension and Conflict (not just race, i.e. rich/poor, popular/unpopular) (N=1)

"Toms" from every racial group (N=1)

Table 8 - continued

NOTE: Total responses for questionnaire items 28-91 and average difference factors for these "before" and "after" items are included in the pages which follow.

FINALLY, A FEW QUESTIONS ABOUT YOUR PERSONAL EXPERIENCES AS A MEMBER OF THE TEAM...

In thinking about the different ESAA project areas relating to television, how would you describe (A) how much you knew before joining the team, and (B) how much you know now? (For each item listed below, circle one number on the left and one number on the right.)

A. BEFORE	A great deal	Quite a bit	A few things	Nothing much		B. NOW	A great deal	Quite a bit	A few things	Nothing much
	↓	↓	↓	↓			↓	↓	↓	↓
28.	1	2	3	4	Preparing a script outline	29.	1	2	3	4
30.	1	2	3	4	Researching ideas	31.	1	2	3	4
32.	1	2	3	4	Expressing ideas visually	33.	1	2	3	4
34.	1	2	3	4	Interviewing people	35.	1	2	3	4
36.	1	2	3	4	Scripting techniques (dramatics, narrative, etc.)	37.	1	2	3	4
38.	1	2	3	4	Writing dialogue and commentary	39.	1	2	3	4
40.	1	2	3	4	Camera, lighting technical equipment	41.	1	2	3	4
42.	1	2	3	4	Character development and interpretation	43.	1	2	3	4

In thinking about the different ESAA project areas relating to school desegregation, how would you describe (A) how much you knew before joining the team, and (B) how much you know now? (For each item listed below, circle one number on the left and one number on the right.)

A. BEFORE	A great deal	Quite a bit	A few things	Nothing much		B. NOW	A great deal	Quite a bit	A few things	Nothing much
	↓	↓	↓	↓			↓	↓	↓	↓
44.	1	2	3	4	Values and culture of other racial/ethnic groups	45.	1	2	3	4
46.	1	2	3	4	Social and economic problems experienced by other racial/ethnic groups	47.	1	2	3	4
48.	1	2	3	4	Sources of conflict between racial/ethnic groups in school	49.	1	2	3	4
50.	1	2	3	4	Sources of conflict between racial/ethnic groups in community	51.	1	2	3	4
52.	1	2	3	4	Stereotyped thinking and prejudiced treatment of minority groups	53.	1	2	3	4
54.	1	2	3	4	Causes of intergroup misunderstandings	55.	1	2	3	4
56.	1	2	3	4	Effective ways to reduce tension among groups	57.	1	2	3	4
58.	1	2	3	4	School resources for tension reduction and conflict resolution	59.	1	2	3	4
60.	1	2	3	4	Community resources for tension reduction and conflict resolution	61.	1	2	3	4

Table 8 - continued

In thinking about the different ESAA project areas relating to feelings and attitudes, how would you describe (A) your own feelings and attitudes before joining the team, and (B) your feelings and attitudes now? (For each item listed below, circle one number on the left and one number on the right.)

A. BEFORE	Very much	Quite a bit	Somewhat	Very little or not at all		B. NOW	Very much	Quite a bit	Somewhat	Very little or not at all
	↓	↓	↓	↓			↓	↓	↓	↓
62.	1	2	3	4	Appreciating my own ethnic background	63.	1	2	3	4
64.	1	2	3	4	Accepting racial/ethnic differences	65.	1	2	3	4
66.	1	2	3	4	Respecting other points of view	67.	1	2	3	4
68.	1	2	3	4	Finding it easy to communicate with students of other racial/ethnic groups	69.	1	2	3	4
70.	1	2	3	4	Feeling comfortable working with students of other racial/ethnic groups	71.	1	2	3	4
72.	1	2	3	4	Personally wanting to help improve problems relating to desegregation	73.	1	2	3	4
74.	1	2	3	4	Feeling hopeful that problems relating to desegregation can be solved	75.	1	2	3	4

During this school year, how often have you done any of the following with a student or students of another race or ethnic group: (A) before joining the team, and (B) since being a member of the co-production team. (For each item below, circle one number on the left and one number on the right.)

A. BEFORE	Never	Once or twice	A few times	Often		B. NOW	Never	Once or twice	A few times	Often
	↓	↓	↓	↓			↓	↓	↓	↓
76.	1	2	3	4	Participated with a student of another race in a team activity at school	77.	1	2	3	4
78.	1	2	3	4	Worked together on a school project	79.	1	2	3	4
80.	1	2	3	4	Helped or asked for help with homework	81.	1	2	3	4
82.	1	2	3	4	Telephoned or received a telephone call from a student of a different race	83.	1	2	3	4
84.	1	2	3	4	Ate lunch together at school	85.	1	2	3	4
86.	1	2	3	4	Attended a school function together	87.	1	2	3	4
88.	1	2	3	4	Shared an out-of-school activity (movie, museum, etc.)	89.	1	2	3	4
90.	1	2	3	4	Visited or received visit at home	91.	1	2	3	4

Table 8 - continued

RESPONSES TO ITEMS 28-43:

Total (N=18)

Item	1	2	3	4	NR
28.	-	-	6	11	1
29.	12	4	-	-	2
30.	1	6	8	1	2
31.	7	8	1	-	1
32.	-	-	9	7	1
33.	7	8	1	-	2
34.	-	2	8	6	2
35.	9	5	1	-	3
36.	1	-	4	11	2
37.	5	9	2	-	2
38.	-	5	7	4	2
39.	5	7	2	1	3
40.	1	-	-	15	2
41.	3	1	11	1	2
42.	-	4	7	5	2
43.	3	9	3	1	2

Code:

1 = A great deal
2 = Quite a bit
3 = A few things
4 = Nothing much
NR = No response

Table 8 - continued

RESPONSES TO ITEMS 44-61:

Total (N=18)

Item	1	2	3	4	NR
44.	5	3	6	1	3
45.	11	3	1	-	3
46.	1	7	6	1	3
47.	5	8	2	-	3
48.	1	10	3	1	3
49.	7	7	1	-	3
50.	4	3	4	3	4
51.	6	5	3	-	4
52.	1	5	9	-	3
53.	8	7	-	-	3
54.	-	6	6	3	3
55.	5	8	1	1	3
56.	1	1	10	2	4
57.	3	9	2	-	4
58.	1	2	5	7	3
59.	1	6	4	4	3
60.	1	1	6	7	2
61.	1	7	4	3	3

Code:

1 = A great deal
2 = Quite a bit
3 = A few things
4 = Nothing much
NR = No response

RESPONSES TO ITEMS 62-75:

Total (N=18)

Item	1	2	3	4	NR
62.	8	1	5	2	2
63.	10	3	2	1	2
64.	7	2	6	1	1
65.	12	3	1	-	2
66.	5	6	5	-	2
67.	14	2	-	-	2
68.	5	5	5	1	2
69.	12	4	-	-	2
70.	6	4	5	1	2
71.	12	4	-	-	2
72.	5	4	7	-	2
73.	12	3	1	-	2
74.	6	2	5	3	2
75.	10	4	2	-	2

Code:

1 = Very much
2 = Quite a bit
3 = Somewhat
4 = Very little or not at all
NR = No response

RESPONSES TO ITEMS 76-91:

Total (N=18)

Item	1	2	3	4	NR
76.	2	3	4	7	2
77.	2	1	2	11	2
78.	2	5	5	3	3
79.	-	3	6	7	2
80.	2	5	4	2	5
81.	2	3	5	3	5
82.	2	4	2	8	2
83.	1	1	4	10	2
84.	2	3	3	8	2
85.	-	4	4	8	2
86.	2	7	2	5	2
87.	-	6	2	8	2
88.	4	6	1	5	2
89.	1	4	3	8	2
90.	5	3	2	6	2
91.	1	2	3	10	2

Code:

1 = Never

2 = Once or twice

3 = A few times

4 = Often

NR = No Response

Table 8 - continued

	TOTAL
92. *What would you say was your main reason for wanting to join the student co-production team? (Circle one.)*	
1 = To make new friends	3
2 = To learn more about writing and/or television	8
3 = To earn a regular income	3
4 = To help improve conditions relating to desegregation	10
(No response)	
93. *Which of the following best describes how much, if any, your school grades have changed in general since becoming a member of the student co-production team?*	
1 = Improved a great deal	3
2 = Improved somewhat	11
3 = Stayed about the same	1
4 = Went down somewhat	1
(No response)	2
94. *Which of the following best describes your general reaction to your team experiences? (Circle one.)*	
1 = Very positive	15
2 = Somewhat positive	-
3 = Neutral	1
4 = Somewhat negative	-
(No response)	2

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Table 9

AVERAGE DIFFERENCE FACTORS FOR ITEMS 28-91* ON STUDENT CO-PRODUCER QUESTIONNAIRE

Item	N**	Average Diff. Factor
28-29	16	2.39
30-31	16	.89
32-33	16	1.97
34-35	16	1.53
36-37	16	1.78
38-39	16	1.03
40-41	16	1.14
42-43	16	.97
44-45	15	.94
46-47	15	.73
48-49	15	.70
50-51	13	.51
52-53	15	1.13
54-55	15	.99
56-57	14	.94
58-59	15	.49
60-61	15	.67
62-63	16	.39
64-65	16	.88
66-67	16	.87
68-69	16	.96
70-71	16	.80
72-73	16	.87
74-75	16	.84
76-77	16	.38
78-79	15	.64
80-81	14	.23
82-83	16	.53
84-85	16	.27
86-87	16	.61
88-89	16	.79
90-91	16	.87

---

*Difference factor reflects a positive or negative change. Negative change is indicated by a minus (-) sign preceding the average difference factors for each item. It can be observed that all changes reported in the table above are in the positive direction.

**Differences in Ns are due to omitted responses.

Table 10

RESPONSES TO LOCAL COORDINATOR INVENTORY

(N=3)

FIRST, A FEW QUESTIONS ABOUT THE STUDENT CO-PRODUCTION TEAM WHICH YOU SUPERVISE...	RESPONSES TOTAL N
1. *When did the student co-production team first begin to meet?*	
Oct. 30, 1974; Nov. 1, 1974; Dec. 4, 1974	
Month Day Year	
2. *About how many hours each week does the team meet? (Circle one.)*	
5 = five hours or less	1
6 = six hours or less	1
7 = seven hours	1
8 = eight hours	-
9 = nine or more hours	-

3. *Kindly list five of the most important issues or content areas relating to desegregation that the team has formulated:*

a) Public schools vs. private schools; b) Racism; c) Segregation; d) Integration vs. segregation; e) Religion & racism--teenager-parent conflicts.

a) Lack communication between ethnic groups at Galileo; b) Success in integration hampered by peer group pressure; c) Parents instill prejudice in children; d) Exclusive ethnic social clubs intensify ethnocentricity; e) Racially balance integration so certain racial groups don't predominate.

a) Stereotyping; b) Interracial dating; c) Peer pressures ("Uncle Toms"); Desegregation: Portland Plan; c) Conformity pressures by educational institutions.

4. *What are the subjects of the scripts that the team finally reached agreement on?*

a) Student attitudes on integration different from parent attitudes;

b) Majority of students at Galileo favor integration;

c) Students want voice in desegregation process;

d) Racial inbalance at Galileo due to isolation of Chinese community;

a) Public schools better than private for the development of the total person;

a) Stereotyping; b) Interracial dating; c) Peer pressures ("Uncle Toms"); d) Desegregation: Portland Plan; e) Conformity pressures by educational institutions.

How would you rate your team on each of the following categories? (Circle one number on each line.)

		Very good ↓	Good ↓	Average ↓	Poor ↓	Very Poor ↓
5.	Sharing work and ideas	2	1	-	-	-
6.	Working together creatively . . .	1	1	1	-	-
7.	Enthusiasm	2	-	1	-	-
8.	Understanding project goals . . .	2	-	1	-	-
9.	Respect for racial/ethnic differences of other team members	2	-	1	-	5

10. *What do you consider to be the most important accomplishments of the student team members?*

Pilot script

Completing pilot segment, awareness and acceptance of cultural differences, student self determination-(can change if try)

Work together honestly and openly; respect for other's opinions (great interpersonal relations)

11. *What kinds of difficulties, if any, did the students experience in working together as a team?*

None

Coordinate time schedules, lack sufficient facilities, lack of school district and community support, lack of support from NAC and WTTW

Few - I was surprised

NOW, A FEW QUESTIONS ABOUT YOU AND YOUR EXPERIENCES AS LOCAL COORDINATOR...

Please rate each of the following categories as it relates to your experiences as local coordinator. (Circle one number on each line.)

	Very good ↓	Good ↓	Adequate ↓	Inadequate ↓	Doesn't apply ↓
12. Training received by local coordinators . .	-	-	1	1	1
13. Instructional materials received	-	-	3	-	-
14. WTTW facilitator/producer assistance received	1	1	1	-	-
15. Availability of equipment and supplies . .	-	-	1	2	-
16. Parental support	-	-	1	-	2
17. School cooperation	1	1	1	-	-
18. Public relations activities	-	-	2	-	1
19. Community interest	-	1	1	-	1

20. *Please use the space below for any additional comments you care to make.*

Need better definition of format; confined to documentary/

interview formats

21. *What is your racial/ethnic group membership?*

(Please specify:) Bl=4; AA=7; Wh=6.

22. *In addition to serving as local coordinator for the student co-production team, what is your regular occupation?*

- Documentary film producer at local TV station;
- Free lance writer, west coast correspondent for Bridge Magazine, consultant for Far West Laboratory
- Instruction Director for Educational Television Network

23. *Date of completion:*

Apr. 1, 1975; Apr. 8, 1975; Apr. 22, 1975

Month Day Year

THANK YOU VERY MUCH FOR THE TIME AND HELP YOU HAVE GIVEN TO THIS STUDY.

Table 11

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY:

QUESTIONS CLASSIFIED BY RACIAL/ETHNIC GROUP OF RESPONDENTS*

Table No. 11A

```
                                                              5-WHITE 6-OTHER
                 VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER. 4-AMER.INDIAN
            VRS. VARIABLE NO. 11  I38I PEER PRESSURE  1-DID NOT MARK 2-DID MARK
TABLE SIZE =   7  BY   3

           TOT       0    1    2    3    4    5    6

    0        0       0    0    0    0    0    0    0
    1     1029       0   81  350  182   77  330    9
    2      209       0   24   33   31   26   93    2

   TOTAL  1238       0  105  383  213  103  423   11
X2=  35.140***C=  .166  T-C=   .087  G=   .203  SE-G=   .057

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1     83.1          77.1 91.4 85.4 74.8 78.0 81.8
    2     16.9          22.9  8.6 14.6 25.2 22.0 18.2

   TOTAL  1238           105  383  213  103  423   11
```

1-Excellent
2-Good
3-Fair
4-Needs Improvement

Table No. 11B

```
                 VARIABLE NO.  1  I3RACE
            VRS. VARIABLE NO. 14  I39FULL SERIES LNGTH PREFERENCE 1-PREFER HOUR SHW
TABLE SIZE =   7  BY   3                                         2-PREFER HALFHR SHWS

           TOT       0    1    2    3    4    5    6

    0        0       0    0    0    0    0    0    0
    1      578       0   54  193  100   63  160    8
    2      570       0   42  159   93   34  239    3

   TOTAL  1148       0   96  352  193   97  399   11
X2=  31.568**C=  .164  T-C=   .119  G=   .159  SE-G=   .043

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1     50.3          56.3 54.8 51.8 64.9 40.1 72.7
    2     49.7          43.8 45.2 48.2 35.1 59.9 27.3

   TOTAL  1148            96  352  193   97  399   11
```

Table No. 11C

```
                 VARIABLE NO.  1  I3RACE
            VRS. VARIABLE NO. 15  I40TV MOST WATCHED 1-DRAMA 2-MUSICLS 3-COMEDY
TABLE SIZE =   7  BY   6                                  4-DOCUMENT 5-ACTION

           TOT       0    1    2    3    4    5    6

    0        0       0    0    0    0    0    0    0
    1      116       0    6   44   22   10   34    0
    2       95       0   11   28   25   11   18    2
    3      443       0   34  104   78   36  188    3
    4       66       0    8   15   11    8   23    1
    5      372       0   36  134   52   32  115    3

   TOTAL  1092       0   95  325  188   97  378    9
X2=  48.183**C=  .206  T-C=  -.023  G=  -.035  SE-G=   .034

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1     10.6           6.3 13.5 11.7 10.3  9.0  0.0
    2      8.7          11.6  8.6 13.3 11.3  4.8 22.2
    3     40.6          35.8 32.0 41.5 37.1 49.7 33.3
    4      6.0           8.4  4.6  5.9  8.2  6.1 11.1
    5     34.1          37.9 41.2 27.7 33.0 30.4 33.3

   TOTAL  1092            95  325  188   97  378    9
```

---

* Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 12

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY; QUESTIONS CLASSIFIED BY SEX OF RESPONDENTS*

```
Table No. 12A          VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
-------------    VRS.  VARIABLE NO.  3  I38A COMMUNICATION GAPS  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =    3  BY   3

              TOT        0    1    2                               1-Excellent
                                                                   2-Good
        0       0        0    0    0                               3-Fair
        1     841        0  377  464                               4-Needs Improvement
        2     384        0  124  260

     TOTAL   1225        0  501  724
X2=  17.140*** C=  .117  T-B=   .118  G=   .260  SE-G=   .060

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1    68.7          75.2 64.1
        2    31.3          24.8 35.9

     TOTAL   1225          501  724


Table No. 12B          VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
-------------    VRS.  VARIABLE NO.  6  I38D PREJUDICE  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =    3  BY   3

              TOT        0    1    2

        0       0        0    0    0
        1     836        0  378  458
        2     391        0  124  267

     TOTAL   1227        0  502  725
X2=  20.089*** C=  .127  T-B=   .128  G=   .280  SE-G=   .059

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1    68.1          75.3 63.2
        2    31.9          24.7 36.8

     TOTAL   1227          502  725


Table No. 12C          VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
-------------    VRS.  VARIABLE NO.  8  I38F INTERRACIAL DATING  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =    3  BY   3

              TOT        0    1    2

        0       0        0    0    0
        1     926        0  414  512
        2     301        0   88  213

     TOTAL   1227        0  502  725
X2=  22.496*** C=  .134  T-B=   .135  G=   .324  SE-G=   .064

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1    75.5          82.5 70.6
        2    24.5          17.5 29.4

     TOTAL   1227          502  725
```

---

* Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 12 - continued

```
Table No. 12D        VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
-------------   VRS.  VARIABLE NO. 15  I40TV MOST WATCHED 1-DRAMA 2-MUSICLS 3-COMEDY
 TABLE SIZE =   3  BY   6
                                                                  4-DOCUMENT 5-ACTION

             TOT       0    1    2

       0       0       0    0    0
       1     116       0   21   95
       2      93       0   29   64
       3     443       0  200  243
       4      66       0   38   28
       5     365       0  152  213

     TOTAL  1083       0  440  643
X2=  39.603  C=  .188  T-C=  -.114  G=  -.169  SE-G=   .047

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      10.7          4.8 14.8
       2       8.6          6.6 10.0
       3      40.9         45.5 37.8
       4       6.1          8.6  4.4
       5      33.7         34.5 33.1

     TOTAL  1083           440  643
```

```
Table No. 12E         VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
-------------   VRS.  VARIABLE NO.  9  I386 GENERATION GAPS  1-DID NOT MARK 2-DID MARK
 TABLE SIZE =   3  BY   3

             TOT       0    1    2

       0       0       0    0    0
       1     939       0  418  521
       2     287       0   84  203

     TOTAL  1226       0  502  724
X2=  21.134  C=  .130  T-B=   .131  G=   .319  SE-G=   .065

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      76.[illegible]         83.3 72.0
       2      2[illegible]          16.7 28.0

     TOTAL  1226           502  724
```

Table 13

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY: QUESTIONS CLASSIFIED BY GEOGRAPHIC REGION OF RESPONDENTS*

Table No. 13A

```
                          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
-------------      VRS.   VARIABLE NO.  4  I38B BUSING  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =   6  BY   3

              TOT       0    1    2    3    4    5

     0          0       0    0    0    0    0    0
     1       1034       0  117  284  127  177  329
     2        204       0   20   43   13   48   80

      TOTAL  1238       0  137  327  140  225  409
X2=  14.922** C=  .109  T-C=   .063  G=   .150  SE-G=   .056

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1       83.5          85.4 86.9 90.7 78.7 80.4
     2       16.5          14.6 13.1  9.3 21.3 19.6

   TOTAL   1238            137  327  140  225  409
```

1=Excellent
2=Good
3=Fair
4=Needs Improvement

Table No. 13B

```
                          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
-------------      VRS.   VARIABLE NO.  5  I38C EXTRA CURRICULAR  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =   6  BY   3

              TOT       0    1    2    3    4    5

     0          0       0    0    0    0    0    0
     1       1046       0  115  276  129  200  326
     2        194       0   22   51   11   26   84

      TOTAL  1240       0  137  327  140  226  410
X2=  16.674** C=  .115  T-C=   .042  G=   .105  SE-G=   .062

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1       84.4          83.9 84.4 92.1 88.5 79.5
     2       15.6          16.1 15.6  7.9 11.5 20.5

   TOTAL   1240            137  327  140  226  410
```

Table No. 13C

```
                          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
-------------      VRS.   VARIABLE NO.  7  I38E GANGS  1-DID NOT MARK 2-DID MARK
  TABLE SIZE =   6  BY   3

              TOT       0    1    2    3    4    5

     0          0       0    0    0    0    0    0
     1        892       0   98  225  105  183  281
     2        348       0   39  102   35   42  130

      TOTAL  1240       0  137  327  140  225  411
X2=  14.679***C=  .108  T-C=   .004  G=   .007  SE-G=   .048

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1       71.9          71.5 68.8 75.0 81.3 68.4
     2       28.1          28.5 31.2 25.0 18.7 31.6

   TOTAL   1240            137  327  140  225  411
```

---

* Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 13 - continued

Table No. 13D

```
                        VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
                  VRS.  VARIABLE NO. 10  I38H STEREOTYPING  1-DID NOT MARK 2-DID MARK
 TABLE SIZE =   6  BY   3

            TOT       0    1    2    3    4    5

       0      0       0    0    0    0    0    0
       1    983       0  111  261  119  192  300
       2    256       0   26   66   21   34  109

     TOTAL  1239      0  137  327  140  226  409
X2=  16.319   C=  .114  T-C=   .059  G=   .120  SE-G=   .054

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    79.3          81.0 79.8 85.0 85.0 73.3
       2    20.7          19.0 20.2 15.0 15.0 26.7

     TOTAL  1239          137  327  140  226  409
```

Table No. 13E

```
                        VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
                  VRS.  VARIABLE NO. 13  I38K FEAR OF PETTY CRIMES VIOLENCE  1-DID NOT MARK
 TABLE SIZE =   6  BY   3                                                     2-DID MARK

            TOT       0    1    2    3    4    5

       0      0       0    0    0    0    0    0
       1    989       0  106  254  128  194  307
       2    249       0   31   73   12   31  102

     TOTAL  1238      0  137  327  140  225  409
X2=  24.689   C=  .140  T-C=   .021  G=   .043  SE-G=   .056

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    79.9          77.4 77.7 91.4 86.2 75.1
       2    20.1          22.6 22.3  8.6 13.8 24.9

     TOTAL  1238          137  327  140  225  409
```

Table No. 13F

```
                        VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
                  VRS.  VARIABLE NO. 14  I39FULL SERIES LNGTH PREFERENCE 1-PREFER HOUR SHW
 TABLE SIZE =   6  BY   3                                                 2-PREFER HALFHR SHWS

            TOT       0    1    2    3    4    5

       0      0       0    0    0    0    0    0
       1    578       0   75  165   36  114  188
       2    570       0   51  150   85   96  188

     TOTAL  1148      0  126  315  121  210  376
X2=  26.617   C=  .151  T-C=   .035  G=   .045  SE-G=   .043

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    50.3          59.5 52.4 29.8 54.3 50.0
       2    49.7          40.5 47.6 70.2 45.7 50.0

     TOTAL  1148          126  315  121  210  376
```

Table 13 - continued

Table No. 13G

```
                 VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
-------------    VRS.  VARIABLE NO. 15  I40TV MOST WATCHED 1-DRAMA 2-MUSICLS 3-COMEDY
 TABLE SIZE =   6  BY   6                                           4-DOCUMENT 5-ACTION

           TOT       0    1    2    3    4    5

    0        0       0    0    0    0    0    0
    1      116       0    9   33   16   26   32
    2       95       0   18   23    7   28   19
    3      443       0   34  131   46   64  168
    4       66       0    8   16    5   12   25
    5      372       0   43   98   42   74  115

    TOTAL 1092       0  112  301  116  204  359
X2=  37.264**C=  .182  T-B=   .007  G=   .009  SE-G=   .034

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1      10.6          8.0 11.0 13.8 12.7  8.9
    2       8.7         16.1  7.6  6.0 13.7  5.3
    3      40.6         30.4 43.5 39.7 31.4 46.8
    4       6.0          7.1  5.3  4.3  5.9  7.0
    5      34.1         38.4 32.6 36.2 36.3 32.0

    TOTAL 1092           112  301  116  204  359
```

Table No. 13H

```
                 VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,5=WEST
-------------    VRS.  VARIABLE NO. 47  I72TITLE 1-ITSS A GOOD TITLE 2-SHOULD CHANGE TITLE
 TABLE SIZE =   6  BY   3

           TOT       0    1    2    3    4    5

    0        0       0    0    0    0    0    0
    1      463       0   47  129   46   97  144
    2      232       0   14   64   35   26   93

    TOTAL  695       0   61  193   81  123  237
X2=  18.456**C=  .161  T-C=   .068  G=   .102  SE-G=   .059

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1      66.6         77.0 66.8 56.8 78.9 60.8
    2      33.4         23.0 33.2 43.2 21.1 39.2

    TOTAL  695            61  193   81  123  237
```

Table 14

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY: RATINGS OF MEMPHIS EAST EPISODE CLASSIFIED BY RACIAL/ETHNIC GROUP, SEX, GEOGRAPHIC REGION AND TYPE OF COMMUNITY

Storyline

Table No. 14A

```
                         VARIABLE NO.  1   VARI GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
                   VRS.  VARIABLE NO. 16   I41MEMPHIS ST
  TABLE SIZE =   6  BY   5                                      4=SOUTHWEST,5=WEST

               TOT        0    1    2    3    4    5             1=Excellent
                                                                 2=Good
       0         0        0    0    0    0    0    0             3=Fair
       1       285        0   44   58   50   55   78             4=Needs Improvement
       2       401        0   43  121   33   63  141
       3       272        0   19   89   21   50   93
       4       130        0   12   23   22   16   57

     TOTAL    1088        0  118  291  126  184  369
X2=  53.520** C=   .217  T-C=   .065  G=    .089  SE-G=   .033

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      26.2            37.3 19.9 39.7 29.9 21.1
       2      36.9            36.4 41.6 26.2 34.2 38.2
       3      25.0            16.1 30.6 16.7 27.2 25.2
       4      11.9            10.2  7.9 17.5  8.7 15.4

     TOTAL  1088              118  291  126  184  369
```

Table No. 14B

```
                         VARIABLE NO.  1   I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
                   VRS.  VARIABLE NO. 16   I41MEMPHIS ST
  TABLE SIZE =   7  BY   5                                      4-AMER.INDIAN 5-WHITE

                                                                6-OTHER
               TOT        0    1    2    3    4    5    6

       0         0        0    0    0    0    0    0    0
       1       285        0   15  106   51   29   82    2
       2       401        0   48  102   69   32  145    5
       3       272        0   20   79   34   25  112    2
       4       130        0   13   32   27    7   50    1

     TOTAL    1088        0   96  319  181   93  389   10
X2=  32.865** C=   .171  T-C=   .051  G=    .071  SE-G=   .034

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      26.2            15.6 33.2 28.2 31.2 21.1 20.0
       2      36.9            50.0 32.0 38.1 34.4 37.3 50.0
       3      25.0            20.8 24.8 18.8 26.9 28.8 20.0
       4      11.9            13.5 10.0 14.9  7.5 12.9 10.0

     TOTAL  1088               96  319  181   93  389   10
```

* Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 14 - continued

Format

Table No. 14C

```
--------------     VRS.  VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
 TABLE SIZE =   6  BY   5  VARIABLE NO. 17  I42FOMAT                4=SOUTHWEST,5=WEST

            TOT       0    1    2    3    4    5

    0         0       0    0    0    0    0    0
    1       311       0   45   83   23   57  103
    2       412       0   41  125   48   71  127
    3       226       0   17   53   28   29   99
    4       109       0    9   30   23   18   29

    TOTAL  1056       0  112  291  122  175  358
X2=  35.271**C=  .180  T-C=   .042  G=   .059  SE-G=   .035

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1      29.4          40.2 28.5 18.9 32.6 28.8
    2      38.9          36.6 43.0 39.3 40.6 35.5
    3      21.4          15.2 18.2 23.0 16.6 27.7
    4      10.3           8.0 10.3 18.9 10.3  8.1

    TOTAL  1058          112  291  122  175  358
```

1=Excellent
2=Good
3=Fair
4=Needs Improvement

Table No. 14D

```
--------------     VRS.  VARIABLE NO.  1  I4GEOGRAPHIC AREA 1-RURAL 2-SMALL TOWN
 TABLE SIZE =   5  BY   5  VARIABLE NO. 17  I42FOMAT
                                                              3-SUBURB 4-URBAN

            TOT       0    1    2    3    4

    0         0       0    0    0    0    0
    1       307       1   29   60   88  129
    2       409       1   59   76  107  166
    3       218       0   31   66   52   69
    4       110       0   16   15   41   38

    TOTAL  1044       2  135  217  288  402
X2=  27.215**C=  .160  T-B=  -.070  G=  -.098  SE-G=   .036

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1      29.4          21.5 27.6 30.6 32.1
    2      39.2          43.7 35.0 37.2 41.3
    3      20.9          23.0 30.4 18.1 17.2
    4      10.6          11.9  6.9 14.2  9.5

    TOTAL  1042          135  217  288  402
```

Music

Table No. 14E

```
--------------     VRS.  VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
 TABLE SIZE =   7  BY   5  VARIABLE NO. 18  I43MUSIC
                                                  4-AMER.INDIAN 5-WHITE 6-OTHER

            TOT       0    1    2    3    4    5    6

    0         0       0    0    0    0    0    0    0
    1       276       0   18  109   44   31   71    3
    2       415       0   34  111   78   36  155    1
    3       263       0   35   60   38   18  106    6
    4       134       0    9   32   19   11   63    0

    TOTAL  1088       0   96  312  179   96  395   10
X2=  52.810**C=  .215  T-C=   .086  G=   .121  SE-G=   .034

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

    1      25.4          18.8 34.9 24.6 32.3 18.0 30.0
    2      38.1          35.4 35.6 43.6 37.5 39.2 10.0
    3      24.2          36.5 19.2 21.2 18.8 26.8 60.0
    4      12.3           9.4 10.3 10.6 11.5 15.9  0.0

    TOTAL  1088           96  312  179   96  395   10
```

Table 14 - continued

Table No. 14F

```
                         VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
 -------------     VRS.  VARIABLE NO. 18  I43MUSIC                  4=SOUTHWEST,5=WEST
TABLE SIZE =    6  BY    5

            TOT        0     1     2     3     4     5

     0        0        0     0     0     0     0     0
     1      276        0    38    71    26    69    72
     2      415        0    50   120    45    61   139
     3      263        0    11    80    29    35   108
     4      134        0    16    33    20    21    44

   TOTAL   1088        0   115   304   120   186   363
X2=  41.070  C=   .191   T-C=    .056  G=    .077  SE-G=    .034

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1      25.4             33.0  23.4  21.7  37.1  19.8
     2      38.1             43.5  39.5  37.5  32.8  38.3
     3      24.2              9.6  26.3  24.2  18.8  29.8
     4      12.3             13.9  10.9  16.7  11.3  12.1

   TOTAL   1088             115   304   120   186   363
```

Sound Effects

Table No. 14G

```
                         VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
 -------------     VRS.  VARIABLE NO. 19  I44SOUND EFFECTS          4-AMER.INDIAN 5-WHITE 6-OTHER
TABLE SIZE =    7  BY    5

            TOT        0     1     2     3     4     5     6

     0        0        0     0     0     0     0     0     0
     1      208        0    12    87    32    20    54     3
     2      419        0    37   124    75    23   157     3
     3      285        0    31    65    48    32   107     2
     4      168        0    15    36    26    18    72     1

   TOTAL   1080        0    95   312   181    93   390     9
X2=  41.021  C=   .191   T-C=    .077  G=    .108  SE-G=    .034

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1      19.3             12.6  27.9  17.7  21.5  13.8  33.3
     2      38.8             38.9  39.7  41.4  24.7  40.3  33.3
     3      26.4             32.6  20.8  26.5  34.4  27.4  22.2
     4      15.6             15.8  11.5  14.4  19.4  18.5  11.1

   TOTAL   1080              95   312   181    93   390     9
```

Table No. 14H

```
                         VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
 -------------     VRS.  VARIABLE NO. 19  I44SOUND EFFECTS          4=SOUTHWEST,5=WEST
TABLE SIZE =    6  BY    5

            TOT        0     1     2     3     4     5

     0        0        0     0     0     0     0     0
     1      208        0    32    57    13    47    59
     2      419        0    48   124    49    57   141
     3      285        0    22    77    33    46   107
     4      168        0    15    38    27    28    60

   TOTAL   1080        0   117   296   122   178   367
X2=  27.550  C=   .158   T-C=    .064  G=    .087  SE-G=    .034

PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1      19.3             27.4  19.3  10.7  26.4  16.1
     2      38.8             41.0  41.9  40.2  32.0  38.4
     3      26.4             18.8  26.0  27.0  25.8  29.2
     4      15.6             12.8  12.8  22.1  15.7  16.3

   TOTAL   1080             117   296   122   178   367
```

Table 14 - continued

```
Table No. 14J             VARIABLE NO.  1  I4GEOGRAPHIC AREA 1¬RURAL 2¬SMALL TOWN
-------------       VRS.  VARIABLE NO. 19  I44SOUND EFFECTS             3¬SUBURB 4¬URBAN
  TABLE SIZE =   5  BY   5

                TOT       0    1    2    3    4

         0        0       0    0    0    0    0
         1      203       2   18   37   66   80
         2      413       0   45   73  114  181
         3      282       0   39   70   65  108
         4      167       0   37   39   46   45

     TOTAL     1065       2  139  219  291  414
X2=  32.895*** C=  .173  T-B=  -.108  G=  -.150  SE-G=   .035

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

         1     18.9          12.9 16.9 22.7 19.3
         2     38.9          32.4 33.3 39.2 43.7
         3     26.5          28.1 32.0 22.3 26.1
         4     15.7          26.6 17.8 15.8 10.9

     TOTAL     1063          139  219  291  414
```

```
Visuals
Table No. 14K             VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
-------------       VRS.  VARIABLE NO. 20  I45VISUALS            4=SOUTHWEST,5=WEST
  TABLE SIZE =   6  BY   5

                TOT       0    1    2    3    4    5

         0        0       0    0    0    0    0    0
         1      399       0   60  115   28   75  121
         2      391       0   35  111   43   58  144
         3      188       0    9   46   35   28   70
         4       90       0    9   19   16   22   24

     TOTAL     1068       0  113  291  122  183  359
X2=  45.051*** C=  .201  T-C=   .064  G=   .091  SE-G=   .035

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

         1     37.4          53.1 39.5 23.0 41.0 33.7
         2     36.6          31.0 38.1 35.2 31.7 40.1
         3     17.6           8.0 15.8 28.7 15.3 19.5
         4      8.4           8.0  6.5 13.1 12.0  6.7

     TOTAL     1068          113  291  122  183  359
```

```
Table No. 14L             VARIABLE NO.  1  I4GEOGRAPHIC AREA 1¬RURAL 2¬SMALL TOWN
-------------       VRS.  VARIABLE NO. 20  I45VISUALS                   3¬SUBURB 4¬URBAN
  TABLE SIZE =   5  BY   5

                TOT       0    1    2    3    4

         0        0       0    0    0    0    0
         1      392       2   41   78  120  151
         2      385       0   43   73  103  166
         3      185       0   30   50   35   70
         4       91       0   20   14   30   27

     TOTAL     1053       2  134  215  288  414
X2=  26.874** C=  .158  T-B=  -.054  G=  -.076  SE-G=   .038

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

         1     37.1          30.6 36.3 41.7 36.5
         2     36.6          32.1 34.0 35.8 40.1
         3     17.6          22.4 23.3 12.2 16.9
         4      8.7          14.9  6.5 10.4  6.5

     TOTAL     1051          134  215  288  414
```

Table 14 - continued

Pace and Tempo

```
Table No. 14M            VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
  -------------    VRS.  VARIABLE NO. 21  I46PACE + TEMPO        4=SOUTHWEST,5=WEST
    TABLE SIZE =   6  BY   5

              TOT       0    1    2    3    4    5

        0       0       0    0    0    0    0    0
        1     205       0   35   56   14   42   58
        2     408       0   47  117   50   63  131
        3     314       0   20   86   35   53  120
        4     145       0   10   38   24   24   49

      TOTAL  1072       0  112  297  123  182  358
X2=  29.514  C=  .164  T-C=   .074  G=   .103  SE-G=   .034

    PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     19.1          31.3 18.9 11.4 23.1 16.2
        2     38.1          42.0 39.4 40.7 34.6 36.6
        3     29.3          17.9 29.0 28.5 29.1 33.5
        4     13.5           8.9 12.8 19.5 13.2 13.7

      TOTAL  1072          112  297  123  182  358
```

```
Table No. 14N            VARIABLE NO.  1  I4GEOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
  -------------    VRS.  VARIABLE NO. 21  I46PACE + TEMPO             3=SUBURB 4=URBAN
    TABLE SIZE =   5  BY   5

              TOT       0    1    2    3    4

        0       0       0    0    0    0    0
        1     202       0   14   31   68   89
        2     400       2   42   79  108  169
        3     309       0   49   71   73  116
        4     146       0   30   32   41   43

      TOTAL  1057       2  135  213  290  417
X2=  30.383  C=  .167  T-B=  -.118  G=  -.164  SE-G=   .035

    PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     19.1          10.4 14.6 23.4 21.3
        2     37.7          31.1 37.1 37.2 40.5
        3     29.3          36.3 33.3 25.2 27.8
        4     13.8          22.2 15.0 14.1 10.3

      TOTAL  1055          135  213  290  417
```

Presents Symptoms and Origins of Problems Related to Desegregation

```
Table No. 14 O           VARIABLE NO.  1  I2SEX 1=MALE 2=FEMALE
  -------------    VRS.  VARIABLE NO. 22  I47PRSNTS SYMP + ORGNS OF PRBLMS
    TABLE SIZE =   3  BY   5

              TOT       0    1    2

        0       0       0    0    0
        1     251       0   88  163
        2     437       0  168  269
        3     240       0   90  150
        4     122       0   68   54

      TOTAL  1050       0  414  636
X2=  16.145  C=  .123  T-C=  -.091  G=  -.134  SE-G=   .049

    PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     23.9          21.3 25.6
        2     41.6          40.6 42.3
        3     22.9          21.7 23.6
        4     11.6          16.4  8.5

      TOTAL  1050          414  636
```

Table 14 - continued

Presents Symptoms and Origins of Problems Related to Desegregation

```
                                                                              4=SOUTHWEST,5=WEST
Table No. 14P              VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
-------------        VRS.  VARIABLE NO. 22  I47PRSNTS SYMP + ORGNS OF PROBLMS
   TABLE SIZE =   6  BY   5


            TOT        0    1    2    3    4    5

     0        0        0    0    0    0    0    0
     1      254        0   40   64   25   46   79
     2      438        0   48  139   37   65  149
     3      245        0   12   59   33   46   95
     4      121        0    9   27   28   21   36

    TOTAL  1058        0  109  289  123  178  359
X2=  44.783  C=  .202  T-C=   .064  G=   .089  SE-G=   .034


   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1      24.0           36.7 22.1 20.3 25.8 22.0
     2      41.4           44.0 48.1 30.1 36.5 41.5
     3      23.2           11.0 20.4 26.8 25.8 26.5
     4      11.4            8.3  9.3 22.8 11.8 10.0

    TOTAL  1058            109  289  123  178  359
```

Presents Ideas that Can Help to Reduce Conflic and Tension in Desegregated Schools

```
                                                                              5=WEST
Table No. 14Q              VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,
-------------        VRS.  VARIABLE NO. 23  I48PRSNTS IDEAS THAT CAN HELP TO REDUCE CONFLICT
   TABLE SIZE =   6  BY   5


            TOT        0    1    2    3    4    5

     0        0        0    0    0    0    0    0
     1      234        0   33   58   20   55   68
     2      396        0   40  128   42   49  137
     3      270        0   23   63   25   49  110
     4      158        0   13   40   31   30   44

    TOTAL  1058        0  109  289  118  183  359
X2=  41.564  C=  .194  T-C=   .042  G=   .057  SE-G=   .033


   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1      22.1           30.3 20.1 16.9 30.1 18.9
     2      37.4           36.7 44.3 35.6 26.8 38.2
     3      25.5           21.1 21.8 21.2 26.8 30.6
     4      14.9           11.9 13.8 26.3 16.4 12.3

    TOTAL  1058            109  289  118  183  359
```

Table 14 - continued

Encourages Teens to Identify with Each Other as Teens, Rather than along Ethnic/Racial Lines

Table No. 14R

```
                                VARIABLE NO.  1  I2SEX 1=MALE 2=FEMALE
     -------------    VRS.  VARIABLE NO. 24  I49ENCOURAGE TEEN IDENTIFICATION
   TABLE SIZE =   3  BY   5


             TOT        0    1    2

      0        0        0    0    0
      1      349        0  112  237
      2      370        0  154  216
      3      221        0   94  127
      4      122        0   59   63

   TOTAL    1062        0  419  643
X2=  13.576   C=  .112  T-C=  -.116  G=  -.168  SE-G=   .047


   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1      32.9           26.7 36.9
      2      34.8           36.8 33.6
      3      20.8           22.4 19.8
      4      11.5           14.1  9.8

   TOTAL    1062            419  643
```

Table No. 14S

```
                                                                   4=SOUTHWEST.5=WEST
                                VARIABLE NO.  1  VAR1 GEOAREA.1=SOUTH.2=MIDWEST.3=EAST.
     -------------    VRS.  VARIABLE NO. 24  I49ENCOURAGE TEEN IDENTIFICATION
   TABLE SIZE =   6  BY   5


             TOT        0    1    2    3    4    5

      0        0        0    0    0    0    0    0
      1      353        0   45  104   26   69  109
      2      371        0   40  114   38   55  124
      3      226        0   17   48   27   35   99
      4      121        0    9   29   31   23   29

   TOTAL    1071        0  111  295  122  182  361
X2=  51.499   C=  .214  T-C=   .053  G=   .073  SE-G=   .033


   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1      33.0           40.5 35.3 21.3 37.9 30.2
      2      34.6           36.0 38.6 31.1 30.2 34.3
      3      21.1           15.3 16.3 22.1 19.2 27.4
      4      11.3            8.1  9.8 25.4 12.6  8.0

   TOTAL    1071            111  295  122  182  361
```

Table No. 14T

```
                                                                 3=SUBURB 4=URBAN
                                VARIABLE NO.  1  I46GEOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
     -------------    VRS.  VARIABLE NO. 24  I49ENCOURAGE TEEN IDENTIFICATION
   TABLE SIZE =   5  BY   5


             TOT        0    1    2    3    4

      0        0        0    0    0    0    0
      1      348        1   32   71   96  148
      2      365        1   40   73  109  142
      3      222        0   37   50   45   90
      4      121        0   29   22   34   36

   TOTAL    1056        2  138  216  284  416
X2=  27.973   C=  .161  T-B=  -.083  G=  -.116  SE-G=   .037


   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1      32.9           23.2 32.9 33.8 35.6
      2      34.5           29.0 33.8 38.4 34.1
      3      21.1           26.8 23.1 15.8 21.6
      4      11.5           21.0 10.2 12.0  8.7

   TOTAL    1054            138  216  284  416
```

Table 15

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY: RATINGS OF STEREOTYPING EPISODE CLASSIFIED BY RACIAL/ETHNIC GROUP, SEX, GEOGRAPHIC REGION AND TYPE OF COMMUNITY*

Music

```
Table No. 15A                                                                   4=SOUTHWEST,5=WEST
-------------           VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
                   VRS. VARIABLE NO. 27  I52MUSIC
TABLE SIZE =   6  BY   5                                          1=Excellent
                                                                  2=Good
                                                                  3=Fair
        TOT        0    1    2    3    4    5                     4=Needs Improvement
   0      0        0    0    0    0    0    0
   1    282        0   41   66   36   66   73
   2    405        0   35  131   44   49  146
   3    271        0   23   73   28   43  104
   4     89        0    6   20   10   17   36

  TOTAL 1047       0  105  290  118  175  359
X2=  36.509***C=  .184  T-C=  .073  G=  .102  SE-G=  .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

   1     26.9          39.0 22.0 30.5 37.7 20.3
   2     38.7          33.3 45.2 37.3 28.0 40.7
   3     25.9          21.9 25.2 23.7 24.6 29.0
   4      8.5           5.7  6.9  8.5  9.7 10.0

   TOTAL  1047          105  290  118  175  359
```

Sound Effects

```
Table No. 15B           VARIABLE NO.  1  I4GEOGRAPHIC AREA 1"RURAL 2"SMALL TOWN
-------------      VRS. VARIABLE NO. 28  I53SOUND EFFECTS           3"SUBURB 4"URBAN
TABLE SIZE =   5  BY   5

        TOT        0    1    2    3    4

   0      0        0    0    0    0    0
   1    251        2   25   42   73  109
   2    423        0   46   74  120  183
   3    241        0   40   73   50   78
   4    112        0   24   30   31   27

  TOTAL 1027       2  135  219  274  397
X2=  44.241***C=  .203  T-B=  -.142  G=  -.199  SE-G=  .036

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

   1     24.3          18.5 19.2 26.6 27.5
   2     41.3          34.1 33.8 43.8 46.1
   3     23.5          29.6 33.3 18.2 19.6
   4     10.9          17.8 13.7 11.3  6.8

   TOTAL  1025          135  219  274  397
```

Visuals

```
Table No. 15C           VARIABLE NO.  1  I4GEOGRAPHIC AREA 1"RURAL 2"SMALL TOWN
-------------      VRS. VARIABLE NO. 29  I54VISUALS                 3"SUBURB 4"URBAN
TABLE SIZE =   5  BY   5

        TOT        0    1    2    3    4

   0      0        0    0    0    0    0
   1    364        2   39   64  113  146
   2    368        0   43   76   95  154
   3    209        0   31   58   45   75
   4     74        0   21   16   20   17

  TOTAL 1015       2  134  214  273  392
X2=  33.230***C=  .178  T-3=  -.096  G=  -.136  SE-G=  .038

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

   1     35.7          29.1 29.9 41.4 37.2
   2     36.3          32.1 35.5 34.8 39.3
   3     20.6          23.1 27.1 16.5 19.1
   4      7.3          15.7  7.5  7.3  4.3

   TOTAL  1013          134  214  273  392
```

*Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 15 - continued

Pace and Tempo

```
Table No. 15D              VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
 -------------       VRS.  VARIABLE NO. 30  I55PACE + TEMPO
   TABLE SIZE =   3  BY   5

                 TOT        0    1    2

          0        0        0    0    0
          1      231        0   82  149
          2      435        0  165  270
          3      248        0   98  150
          4       96        0   58   38

       TOTAL    1010        0  403  607
X2=  19.437** C=  .137  T-C=  -.103  G=  -.154  SE-G=   .050

     PERCENTS BY COLUMN FROM THE ABOVE MATRIX

          1      22.9          20.3 24.5
          2      43.1          40.9 44.5
          3      24.6          24.3 24.7
          4       9.5          14.4  6.3

       TOTAL    1010           403  607
```

```
Table No. 15E              VARIABLE NO.  1  I4GEOGRAPHIC AREA 1-RURAL 2-SMALL TOWN
 -------------       VRS.  VARIABLE NO. 30  I55PACE + TEMPO                      3-SUBURB 4-URBAN
   TABLE SIZE =   5  BY   5

                 TOT        0    1    2    3    4

          0        0        0    0    0    0    0
          1      233        1   23   42   73   94
          2      435        1   59   72  117  186
          3      243        0   29   71   60   83
          4       98        0   20   24   23   31

       TOTAL    1009        2  131  209  273  394
X2=  26.851** C=  .161  T-B=  -.086  G=  -.121  SE-G=   .037

     PERCENTS BY COLUMN FROM THE ABOVE MATRIX

          1      23.0          17.6 20.1 26.7 23.9
          2      43.1          45.0 34.4 42.9 47.2
          3      24.1          22.1 34.0 22.0 21.1
          4       9.7          15.3 11.5  8.4  7.9

       TOTAL    1007           131  209  273  394
```

Presents Symptoms and Origins of Some Problems Relating to Desegregation

```
                                                            4-AMER.INDIAN 5-WHITE 6-OTHER
Table No. 15F              VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
 -------------       VRS.  VARIABLE NO. 31  I56PRSNTS SYM + ORGNS OF PRBLMS
   TABLE SIZE =   7  BY   5

                 TOT        0    1    2    3    4    5    6

          0        0        0    0    0    0    0    0    0
          1      194        0   12   65   29   10   76    2
          2      424        0   35  106   86   36  156    5
          3      287        0   38   81   38   24  104    2
          4      108        0    9   30   13   19   36    1

       TOTAL    1013        0   94  282  166   89  372   10
X2=  31.704** C=  .174  T-C=  -.023  G=  -.033  SE-G=   .037

     PERCENTS BY COLUMN FROM THE ABOVE MATRIX

          1      19.2          12.8 23.0 17.5 11.2 20.4 20.0
          2      41.9          37.2 37.6 51.8 40.4 41.9 50.0
          3      28.3          40.4 28.7 22.9 27.0 28.0 20.0
          4      10.7           9.6 10.6  7.8 21.3  9.7 10.0

       TOTAL    1013            94  282  166   89  372   10
```

Table 15 - continued

Table No. 15G

```
                              VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,
     -------------      VRS.  VARIABLE NO. 31  156PRSNTS SYM + ORGNS OF PRBLMS
   TABLE SIZE =   6  BY    5                                                         5=WEST


              TOT       0     1     2     3     4     5

        0       0       0     0     0     0     0     0
        1     194       0    26    64    23    28    53
        2     424       0    52   122    40    75   135
        3     287       0    19    74    32    45   117
        4     108       0     4    24    14    23    43

      TOTAL  1013       0   101   284   109   171   348
X2=  27.345  C=   .162  T-C=    .115  G=    .165  SE-G=    .035

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     19.2            25.7  22.5  21.1  16.4  15.2
        2     41.9            51.5  43.0  36.7  43.9  38.8
        3     28.3            18.8  26.1  29.4  26.3  33.6
        4     10.7             4.0   8.5  12.8  13.5  12.4

      TOTAL  1013             101   284   109   171   348
```

Presents Ideas that Can Help Reduce Conflict and Tension in Desegregated Schools

Table No. 15H

```
                                                                                 5=WEST
                              VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,
     -------------      VRS.  VARIABLE NO. 32  157PRSNTS IDEAS THAT CAN HELP TO REDUCE CONFLICT
   TABLE SIZE =   6  BY    5


              TOT       0     1     2     3     4     5

        0       0       0     0     0     0     0     0
        1     211       0    35    51    29    50    46
        2     386       0    39   115    31    58   143
        3     286       0    15    78    36    40   117
        4     127       0     8    41    16    20    42

      TOTAL  1010       0    97   285   112   168   348
X2=  48.033  C=   .213  T-C=    .078  G=    .108  SE-G=    .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     20.9            36.1  17.9  25.9  29.8  13.2
        2     38.2            40.2  40.4  27.7  34.5  41.1
        3     28.3            15.5  27.4  32.1  23.8  33.6
        4     12.6             8.2  14.4  14.3  11.9  12.1

      TOTAL  1010              97   285   112   168   348
```

Encourages Teens to Identify with Each Other as Teens, Rather than along Racial/Ethnic Lines

Table No. 15J

```
                              VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,
     -------------      VRS.  VARIABLE NO. 33  158ENCOURAGE TEEN IDENTIFICATION          5=WEST
   TABLE SIZE =   6  BY    5


              TOT       0     1     2     3     4     5

        0       0       0     0     0     0     0     0
        1     281       0    38    79    26    56    82
        2     344       0    40   105    30    43   126
        3     265       0    16    74    32    46    97
        4     132       0     6    28    27    24    47

      TOTAL  1022       0   100   286   115   169   352
X2=  37.538  C=   .188  T-C=    .075  G=    .102  SE-G=    .033

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1     27.5            38.0  27.6  22.6  33.1  23.3
        2     33.7            40.0  36.7  26.1  25.4  35.8
        3     25.9            16.0  25.9  27.8  27.2  27.6
        4     12.9             6.0   9.8  23.5  14.2  13.4

      TOTAL  1022             100   286   115   169   352
```

Table 16

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY: RATINGS OF S.F. CHINATOWN EPISODE CLASSIFIED BY RACIAL/ETHNIC GROUP, SEX, GEOGRAPHIC REGION AND TYPE OF COMMUNITY*

Storyline

```
Table No. 16A          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
---------------   VRS. VARIABLE NO. 34  I59CHNTOWNSTY
   TABLE SIZE =   6  BY   5                                          4=SOUTHWEST,5=WEST

                                                                 1=Excellent
            TOT        0    1    2    3    4    5                2=Good
                                                                 3=Fair
       0      0        0    0    0    0    0    0                4=Needs Improvement
       1    331        0   45   94   27   67   98
       2    382        0   42  124   30   55  131
       3    216        0    9   49   29   36   93
       4    121        0    5   25   31   21   39

    TOTAL  1050        0  101  292  117  179  361
X2=  64.721** C=  .241  T-C=   .090  G=   .125  SE-G=   .033

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    31.5          44.6 32.2 23.1 37.4 27.1
       2    36.4          41.6 42.5 25.6 30.7 36.3
       3    20.6           8.9 16.8 24.8 20.1 25.8
       4    11.5           5.0  8.6 26.5 11.7 10.8

    TOTAL  1050           101  292  117  179  361
```

```
Table No. 16B          VARIABLE NO.  1  I4GEOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
---------------   VRS. VARIABLE NO. 34  I59CHNTOWNSTY
   TABLE SIZE =   5  BY   5                                          3=SUBURB 4=URBAN

            TOT        0    1    2    3    4

       0      0        0    0    0    0    0
       1    329        1   37   60   98  133
       2    380        1   47   72  100  160
       3    208        0   29   59   43   77
       4    122        0   23   27   41   31

    TOTAL  1039        2  136  218  282  401
X2=  24.751** C=  .153  T-B=  -.081  G=  -.113  SE-G=   .036

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    31.6          27.2 27.5 34.8 33.2
       2    36.5          34.6 33.0 35.5 39.9
       3    20.1          21.3 27.1 15.2 19.2
       4    11.8          16.9 12.4 14.5  7.7

    TOTAL  1037           136  218  282  401
```

Format

```
Table No. 16C          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
---------------   VRS. VARIABLE NO. 35  I60FORMAT
   TABLE SIZE =   6  BY   5                                          4=SOUTHWEST,5=WEST

            TOT        0    1    2    3    4    5

       0      0        0    0    0    0    0    0
       1    255        0   39   64   14   58   80
       2    414        0   37  141   38   60  138
       3    267        0   20   68   31   40  108
       4     95        0    4   16   31   15   29

    TOTAL  1031        0  100  289  114  173  355
X2=  83.655*** C=  .274  T-C=   .062  G=   .087  SE-G=   .035

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1    24.7          39.0 22.1 12.3 33.5 22.5
       2    40.2          37.0 48.8 33.3 34.7 38.9
       3    25.9          20.0 23.5 27.2 23.1 30.4
       4     9.2           4.0  5.5 27.2  8.7  8.2

    TOTAL  1031           100  289  114  173  355
```

*Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 16 - continued

```
Table No. 16D            VARIABLE NO.  1  I4GEOGRAPHIC AREA 1"RURAL 2"SMALL TOWN
-------------      VRS.  VARIABLE NO. 35  I60FORMAT
 TABLE SIZE =   5  BY   5                                          3"SUBURB 4"URBAN

           TOT        0    1    2    3    4

      0      0        0    0    0    0    0
      1    254        2   29   45   76  102
      2    411        0   44   78  110  179
      3    259        0   34   73   66   86
      4     96        0   23   19   27   27

    TOTAL 1020        2  130  215  279  394
X2=  28.114  C=  .164  T-B=  -.094  G=  -.132  SE-G=   .037

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1   24.8          22.3 20.9 27.2 25.9
      2   40.4          33.8 36.3 39.4 45.4
      3   25.4          26.2 34.0 23.7 21.8
      4    9.4          17.7  8.8  9.7  6.9

    TOTAL 1018           130  215  279  394
```

Music

```
Table No. 16E            VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
-------------      VRS.  VARIABLE NO. 36  I61MUSIC                      4=SOUTHWEST,5=WEST
 TABLE SIZE =   6  BY   5

           TOT        0    1    2    3    4    5

      0      0        0    0    0    0    0    0
      1    200        0   27   54   16   46   57
      2    385        0   50  121   24   59  131
      3    315        0   20   85   35   45  130
      4    141        0    6   30   41   24   40

    TOTAL 1041        0  103  290  116  174  358
X2=  83.924  C=  .273  T-C=   .066  G=   .091  SE-G=   .033

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1   19.2          26.2 18.6 13.8 26.4 15.9
      2   37.0          48.5 41.7 20.7 33.9 36.6
      3   30.3          19.4 29.3 30.2 25.9 36.3
      4   13.5           5.8 10.3 35.3 13.8 11.2

    TOTAL 1041           103  290  116  174  358
```

Sound Effects

```
Table No. 16F            VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
-------------      VRS.  VARIABLE NO. 37  I62SOUND EFFECTS              4=SOUTHWEST,5=WEST
 TABLE SIZE =   6  BY   5

           TOT        0    1    2    3    4    5

      0      0        0    0    0    0    0    0
      1    187        0   27   54   14   41   51
      2    401        0   45  129   22   69  136
      3    313        0   20   82   40   43  128
      4    132        0    7   27   35   21   42

    TOTAL 1033        0   99  292  111  174  357
X2=  72.613  C=  .256  T-C=   .079  G=   .111  SE-G=   .034

 PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1   18.1          27.3 18.5 12.6 23.6 14.3
      2   38.8          45.5 44.2 19.8 39.7 38.1
      3   30.3          20.2 28.1 36.0 24.7 35.9
      4   12.8           7.1  9.2 31.5 12.1 11.8

    TOTAL 1033            99  292  111  174  357
```

Table 16 - continued

Table No. 16G

```
                         VARIABLE NO.  1  I46EOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
                   VRS.  VARIABLE NO. 37  I62SOUND EFFECTS
  TABLE SIZE =   5  BY   5                                          3=SUBURB 4=URBAN


              TOT       0    1    2    3    4

        0       0       0    0    0    0    0
        1     186       1   19   32   58   76
        2     399       1   44   68  115  171
        3     305       0   39   86   68  112
        4     132       0   29   30   36   37

      TOTAL  1022       2  131  216  277  396
X2=  32.819  C=  .177  T-B=  -.106  G=  -.148  SE-G=   .037

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1      18.1          14.5 14.8 20.9 19.2
        2      39.0          33.6 31.5 41.5 43.2
        3      29.9          29.8 39.8 24.5 28.3
        4      12.9          22.1 13.9 13.0  9.3

      TOTAL  1020            131  216  277  396
```

Visuals

Table No. 16H

```
                         VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
                   VRS.  VARIABLE NO. 38  I63VISUALS
  TABLE SIZE =   6  BY   5                                            4=SOUTHWEST,5=WEST


              TOT       0    1    2    3    4    5

        0       0       0    0    0    0    0    0
        1     300       0   39   88   17   59   97
        2     389       0   41  125   26   59  138
        3     246       0   19   57   34   35  101
        4      93       0    2   18   35   16   22

      TOTAL  1028       0  101  288  112  169  358
X2= 103.583  C=  .303  T-C=   .053  G=   .074  SE-G=   .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1      29.2          38.6 30.6 15.2 34.9 27.1
        2      37.8          40.6 43.4 23.2 34.9 38.5
        3      23.9          18.8 19.8 30.4 20.7 28.2
        4       9.0           2.0  6.3 31.3  9.5  6.1

      TOTAL  1028            101  288  112  169  358
```

Table No. 16J

```
                         VARIABLE NO.  1  I46EOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
                   VRS.  VARIABLE NO. 38  I63VISUALS
  TABLE SIZE =   5  BY   5                                          3=SUBURB 4=URBAN


              TOT       0    1    2    3    4

        0       0       0    0    0    0    0
        1     299       1   34   61   88  115
        2     384       1   35   77  114  157
        3     240       0   42   57   53   88
        4      94       0   21   18   25   30

      TOTAL  1017       2  132  213  280  390
X2=  21.867  C=  .145  T-B=  -.062  G=  -.087  SE-G=   .038

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

        1      29.4          25.8 28.6 31.4 29.5
        2      37.7          26.5 36.2 40.7 40.3
        3      23.6          31.8 26.8 18.9 22.6
        4       9.3          15.9  8.5  8.9  7.7

      TOTAL  1015            132  213  280  390
```

Table 16 - continued

Pace and Tempo

Table No. 16K

```
--------------          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
                  VRS.  VARIABLE NO. 39  I64PACE + TEMPO          4=SOUTHWEST,5=WEST
 TABLE SIZE =   6  BY    5


              TOT       0    1    2    3    4    5

       0        0       0    0    0    0    0    0
       1      177       0   31   50    7   44   45
       2      414       0   44  135   31   57  147
       3      310       0   18   81   42   47  122
       4      123       0    6   21   34   21   41

     TOTAL   1024       0   99  287  114  169  355
X2=  89.206  C=  .283  T-C=   .096  G=   .135  SE-G=   .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      17.3          31.3 17.4  6.1 26.0 12.7
       2      40.4          44.4 47.0 27.2 33.7 41.4
       3      30.3          18.2 28.2 36.8 27.8 34.4
       4      12.0           6.1  7.3 29.8 12.4 11.5

     TOTAL   1024             99  287  114  169  355
```

Presents Symptoms and Origins of Some Problems Relating to Desegregation

Table No. 16L

```
                        VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,   4=SOUTHWEST,5=WEST
--------------    VRS.  VARIABLE NO. 40  I65PRSNTS SYM + ORGNS OF PRBLMS
 TABLE SIZE =   6  BY    5


              TOT       0    1    2    3    4    5

       0        0       0    0    0    0    0    0
       1      240       0   37   72   11   46   74
       2      404       0   44  128   32   59  141
       3      254       0   15   60   38   42   99
       4      119       0    4   24   33   22   36

     TOTAL   1017       0  100  284  114  169  350
X2=  74.482  C=  .261  T-C=   .081  G=   .113  SE-G=   .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      23.6          37.0 25.4  9.6 27.2 21.1
       2      39.7          44.0 45.1 28.1 34.9 40.3
       3      25.0          15.0 21.1 33.3 24.9 28.3
       4      11.7           4.0  8.5 28.9 13.0 10.3

     TOTAL   1017            100  284  114  169  350
```

Presents Ideas that Can Help Reduce Conflic and Tension in Desegregated Schools

Table No. 16M

```
                                                                               5=WEST
                        VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,4=SOUTHWEST,
--------------    VRS.  VARIABLE NO. 41  I66PRSNTS IDEAS THAT CAN HELP TO REDUCE CONFLICT
 TABLE SIZE =   6  BY    5


              TOT       0    1    2    3    4    5

       0        0       0    0    0    0    0    0
       1      189       0   30   55   11   42   51
       2      389       0   43  131   28   53  134
       3      312       0   22   78   37   48  127
       4      136       0    5   25   38   27   41

     TOTAL   1026       0  100  289  114  170  353
X2=  84.532  C=  .276  T-C=   .093  G=   .129  SE-G=   .033

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      18.4          30.0 19.0  9.6 24.7 14.4
       2      37.9          43.0 45.3 24.6 31.2 38.0
       3      30.4          22.0 27.0 32.5 28.2 36.0
       4      13.3           5.0  8.7 33.3 15.9 11.6

     TOTAL   1026            100  289  114  170  353
```

Table 16 continued

Encourages Teens to Identify with Each Other as Teens, rather than along Racial/Ethnic Lines

```
                                                                        4=SOUTHWEST,5=WEST
Table No. 16N          VARIABLE NO.  1  VAR1 GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
-------------     VRS. VARIABLE NO. 42  I67ENCOURAGE TEEN IDENTIFICATION
  TABLE SIZE =   6  BY   5

                 TOT       0    1    2    3    4    5

          0        0       0    0    0    0    0    0
          1      245       0   38   77   17   51   62
          2      353       0   38  115   25   46  129
          3      264       0   15   62   33   40  114
          4      162       0    7   33   40   32   50

      TOTAL     1024       0   98  287  115  169  355
X2=  82.707**C=  .273  T-C=   .111  G=   .150  SE-G=   .032

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

          1     23.9         38.8 26.8 14.8 30.2 17.5
          2     34.5         38.8 40.1 21.7 27.2 36.3
          3     25.8         15.3 21.6 28.7 23.7 32.1
          4     15.8          7.1 11.5 34.8 18.9 14.1

      TOTAL     1024           98  287  115  169  355
```

```
                                                                3=SUBURB 4=URBAN
Table No. 160          VARIABLE NO.  1  I4GEOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
-------------     VRS. VARIABLE NO. 42  I67ENCOURAGE TEEN IDENTIFICATION
  TABLE SIZE =   5  BY   5

                 TOT       0    1    2    3    4

          0        0       0    0    0    0    0
          1      243       2   28   51   72   90
          2      350       0   38   64   99  149
          3      258       0   29   70   61   98
          4      162       0   37   28   45   52

      TOTAL     1013       2  132  213  277  389
X2=  26.407**C=  .160  T-B=  -.056  G=  -.077  SE-G=   .037

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

          1     23.8         21.2 23.9 26.0 23.1
          2     34.6         28.8 30.0 35.7 38.3
          3     25.5         22.0 32.9 22.0 25.2
          4     16.0         28.0 13.1 16.2 13.4

      TOTAL     1011          132  213  277  389
```

Table 17

FREQUENCY OF OBSERVED RESPONSES TO STUDENT VIEWER SURVEY:
RATINGS OF WRAPAROUND CLASSIFIED BY RACIAL/ETHNIC GROUP,
SEX, GEOGRAPHIC REGION AND TYPE OF COMMUNITY*

```
Music Table No. 17A       VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
      -------------   VRS.  VARIABLE NO. 43  I68WRAPAROUND           4-AMER.INDIAN 5-WHITE 6-OTHER
   TABLE SIZE =   7  BY   5

                                                                      1-Excellent
            TOT      0    1    2    3    4    5    6                  2-Good
                                                                      3-Fair
      0       0      0    0    0    0    0    0    0                  4-Needs Improvement
      1     425      0   21  152   70   47  131    4
      2     295      0   32   70   58   22  112    1
      3     213      0   28   55   34   14   78    4
      4     134      0   14   22   22   13   63    0

   TOTAL   1067      0   95  299  184   96  384    9
X2=  49.695*** C=  .211  T-C=   .049  G=   .069  SE-G=   .035

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1    39.8          22.1 50.8 38.0 49.0 34.1 44.4
      2    27.6          33.7 23.4 31.5 22.9 29.2 11.1
      3    20.0          29.5 18.4 18.5 14.6 20.3 44.4
      4    12.6          14.7  7.4 12.0 13.5 16.4  0.0

   TOTAL   1067           95  299  184   96  384    9
```

```
 Table No. 17B            VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
   -------------    VRS.  VARIABLE NO. 43  I68WRAPAROUND
   TABLE SIZE =   3  BY   5

            TOT      0    1    2

      0       0      0    0    0
      1     419      0  149  270
      2     291      0  107  184
      3     211      0   93  118
      4     135      0   70   65

   TOTAL   1056      0  419  637
X2=  14.060** C=  .115  T-C=  -.111  G=  -.161  SE-G=   .048

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1    39.7          35.6 42.4
      2    27.6          25.5 28.9
      3    20.0          22.2 18.5
      4    12.8          16.7 10.2

   TOTAL   1056          419  637
```

```
 Table No. 17C            VARIABLE NO.  1  VAR! GEOAREA,1=SOUTH,2=MIDWEST,3=EAST,
   -------------    VRS.  VARIABLE NO. 43  I68WRAPAROUND           4=SOUTHWEST,5=WEST
   TABLE SIZE =   6  BY   5

            TOT      0    1    2    3    4    5

      0       0      0    0    0    0    0    0
      1     425      0   50  123   59   86  107
      2     295      0   28   91   21   43  112
      3     213      0   19   47   23   33   91
      4     134      0   11   35   13   21   54

   TOTAL   1067      0  108  296  116  183  364
X2=  34.794** C=  .178  T-C=   .058  G=   .137  SE-G=   .034

   PERCENTS BY COLUMN FROM THE ABOVE MATRIX

      1    39.8          46.3 41.6 50.9 47.0 29.4
      2    27.6          25.9 30.7 18.1 23.5 30.8
      3    20.0          17.6 15.9 19.8 18.0 25.0
      4    12.6          10.2 11.8 11.2 11.5 14.8

   TOTAL   1067          108  296  116  183  364
```

*Contingency tables displayed have χ^2 statistics significant at the .01(**) or .001(***) level.

Table 17 - continued

Dancing

Table No. 17D

```
                               VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
    -------------     VRS.  VARIABLE NO. 44  I69DANCING                     4-AMER.INDIAN 5-WHITE 6-OTHER
  TABLE SIZE =   7  BY   5

             TOT        0    1    2    3    4    5    6

       0       0        0    0    0    0    0    0    0
       1     409        0   23  149   71   36  125    5
       2     304        0   31   83   59   26  103    2
       3     192        0   25   40   30   19   76    2
       4     164        0   15   30   25   14   80    0

     TOTAL  1069        0   94  302  185   95  384    9
X2=  44.523   C=   .200  T-C=   .078  G=   .108  SE-G=   .035

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      38.3          24.5 49.3 38.4 37.9 32.6 55.6
       2      28.4          33.0 27.5 31.9 27.4 26.8 22.2
       3      18.0          26.6 13.2 16.2 20.0 19.8 22.2
       4      15.3          16.0  9.9 13.5 14.7 20.8  0.0

     TOTAL  1069             94  302  185   95  384    9
```

Table No. 17E

```
                               VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
    -------------     VRS.  VARIABLE NO. 44  I69DANCING
  TABLE SIZE =   3  BY   5

             TOT        0    1    2

       0       0        0    0    0
       1     400        0  132  268
       2     303        0  128  175
       3     189        0   79  110
       4     165        0   85   80

     TOTAL  1057        0  424  633
X2=  18.151   C=   .130  T-C=  -.134  G=  -.192  SE-G=   .046

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      37.8          31.1 42.3
       2      28.7          30.2 27.6
       3      17.9          18.6 17.4
       4      15.6          20.0 12.6

     TOTAL  1057           424  633
```

Table No. 17F

```
                               VARIABLE NO.  1  I4GEOGRAPHIC AREA 1-RURAL 2-SMALL TOWN
    -------------     VRS.  VARIABLE NO. 44  I69DANCING                        3-SUBURB 4-URBAN
  TABLE SIZE =   5  BY   5

             TOT        0    1    2    3    4

       0       0        0    0    0    0    0
       1     407        2   48   71  120  166
       2     301        0   30   68   81  122
       3     189        0   22   50   44   73
       4     161        0   35   36   39   51

     TOTAL  1058        2  135  225  284  412
X2=  23.097   C=   .146  T-3=  -.076  G=  -.105  SE-G=   .037

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

       1      38.4          35.6 31.6 42.3 40.3
       2      28.5          22.2 30.2 28.5 29.6
       3      17.9          16.3 22.2 15.5 17.7
       4      15.2          25.9 16.0 13.7 12.4

     TOTAL  1056           135  225  284  412
```

Table 17 - continued

Narration

Table No. 17G

```
-------------   VRS.  VARIABLE NO.  1  I3RACE 1-ASIAN 2-BLACK 3-SPANISH AMER.
                      VARIABLE NO. 45  I7ONARRATION
  TABLE SIZE =   7  BY   5                                  4-AMER.INDIAN 5-WHITE 6-OTHER

           TOT        0     1     2     3     4     5     6

     0       0        0     0     0     0     0     0     0
     1     276        0    13   100    55    25    81     2
     2     382        0    34   105    64    36   140     3
     3     250        0    31    65    38    18    95     3
     4     131        0    16    19    19    12    65     0

   TOTAL  1039        0    94   289   176    91   381     8
X2=  41.061*** C=  .195  T-C=   .059  G=   .082  SE-G=   .035

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1     26.6            13.8  34.6  31.3  27.5  21.3  25.0
     2     36.8            36.2  36.3  36.4  39.6  36.7  37.5
     3     24.1            33.0  22.5  21.6  19.8  24.9  37.5
     4     12.6            17.0   6.6  10.8  13.2  17.1   0.0

   TOTAL  1039              94   289    76    91   381     8
```

Table No. 17H

```
-------------   VRS.  VARIABLE NO.  1  I2SEX 1-MALE 2-FEMALE
                      VARIABLE NO. 45  I7ONARRATION
  TABLE SIZE =   3  BY   5

           TOT        0     1     2

     0       0        0     0     0
     1     272        0    79   193
     2     378        0   154   224
     3     249        0   105   144
     4     130        0    70    60

   TOTAL  1029        0   408   621
X2=  24.583*** C=  .153  T-C=  -.156  G=  -.224  SE-G=   .047

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1     26.4            19.4  31.1
     2     36.7            37.7  36.1
     3     24.2            25.7  23.2
     4     12.6            17.2   9.7

   TOTAL  1029             408   621
```

Table No. 17J

```
-------------   VRS.  VARIABLE NO.  1  VAR1 GEOAREA.1=SOUTH,2=MIDWEST,3=EAST,
                      VARIABLE NO. 45  I7ONARRATION
  TABLE SIZE =   6  BY   5                            4=SOUTHWEST,5=WEST

           TOT        0     1     2     3     4     5

     0       0        0     0     0     0     0     0
     1     276        0    32    79    32    57    76
     2     382        0    48   108    28    72   126
     3     250        0    15    63    38    33   101
     4     131        0     8    39    17    15    52

   TOTAL  1039        0   103   289   115   177   355
X2=  34.477*** C=  .179  T-C=   .073  G=   .101  SE-G=   .034

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

     1     26.6            31.1  27.3  27.8  32.2  21.4
     2     36.8            46.6  37.4  24.3  40.7  35.5
     3     24.1            14.6  21.8  33.0  18.6  28.5
     4     12.6             7.8  13.5  14.8   8.5  14.6

   TOTAL  1039             103   289   115   177   355
```

Table 17 - continued

Narration

Table No. 17K

```
                                          VARIABLE NO.  1  I4GEOGRAPHIC AREA 1=RURAL 2=SMALL TOWN
        -------------   VRS.  VARIABLE NO. 45  I70NARRATION
  TABLE SIZE =   5  BY   5                                                        3=SUBURB 4=URBAN

               TOT        0    1    2    3    4

         0       0        0    0    0    0    0
         1     275        1   29   45   82  119
         2     377        1   40   72  110  154
         3     247        0   33   67   58   89
         4     131        0   30   30   30   41

     TOTAL    1030        2  131  214  280  403
X2=  29.136***C=  .166  T-B=  -.107  G=  -.148  SE-G=   .037

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

         1     26.7          21.4 21.0 29.3 29.5
         2     36.6          30.5 33.6 39.3 38.2
         3     24.0          25.2 31.3 20.7 22.1
         4     12.7          22.9 14.0 10.7 10.2

     TOTAL    1028           131  214  280  403
```

Ideas about Teen-aged Conflict and Tension Reduction

Table No. 17L

```
                                          VARIABLE NO.  1  I2SEX 1=MALE 2=FEMALE
        -------------   VRS.  VARIABLE NO. 46  I71IDEAS ABOUT TEEN CONFLICT + TENSION REDUCT
  TABLE SIZE =   3  BY   5

               TOT        0    1    2

         0       0        0    0    0
         1     309        0  106  203
         2     346        0  131  215
         3     233        0   96  137
         4     149        0   78   71

     TOTAL    1037        0  411  626
X2=  14.431**C=  .117  T-C=  -.116  G=  -.165  SE-G=   .047

  PERCENTS BY COLUMN FROM THE ABOVE MATRIX

         1     29.8          25.8 32.4
         2     33.4          31.9 34.3
         3     22.5          23.4 21.9
         4     14.4          19.0 11.3

     TOTAL    1037           411  626
```